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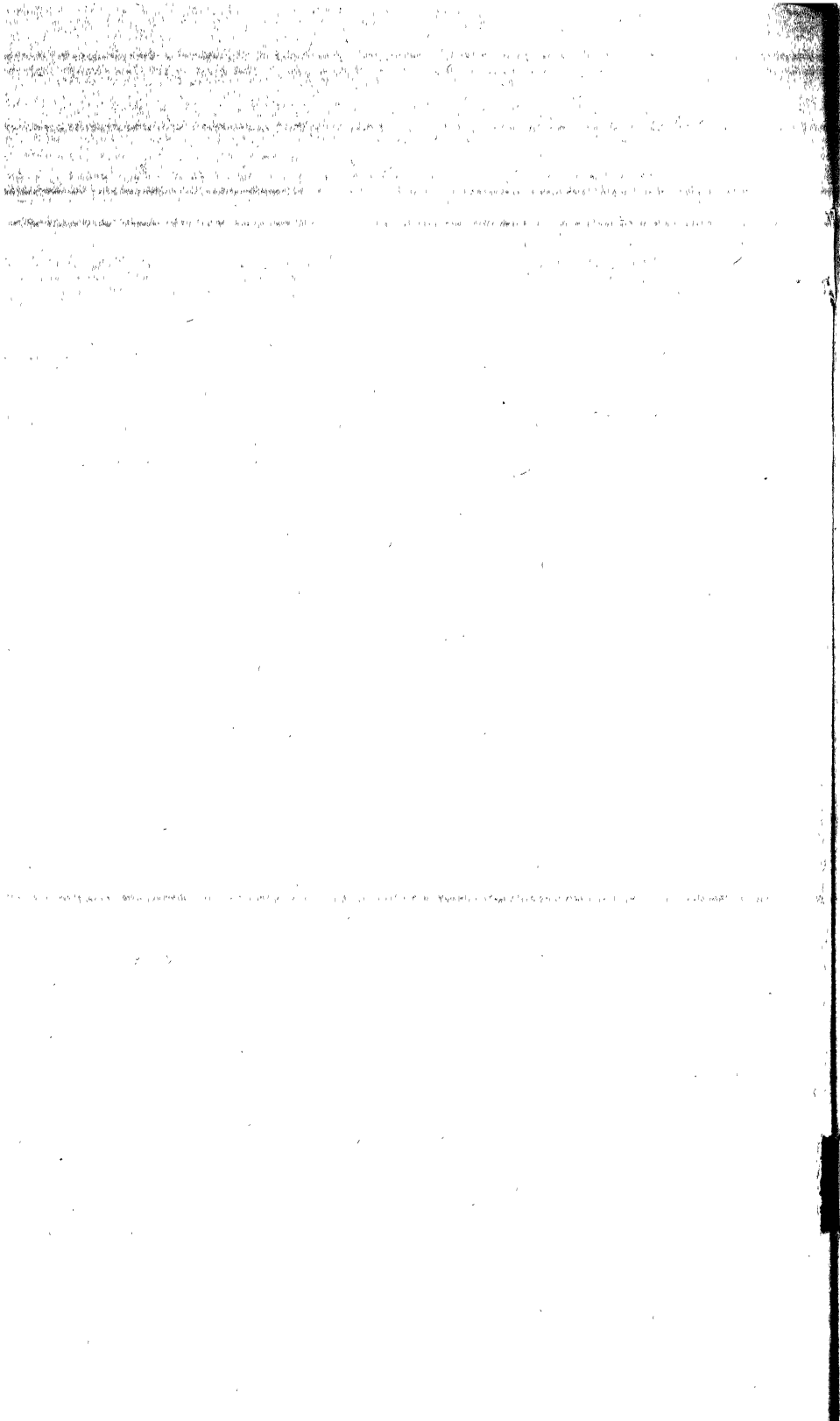
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High School Course of Study Series

PART TWO
SECTION II

ENGLISH

Published by
DEPARTMENT OF PUBLIC INSTRUCTION
TERRITORY OF HAWAII
September 1, 1927



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*Hawaii (Territory) Dept. of
Public Instruction
11-4-1927*

**Sections Included in Part Two
of
High School Course of Study Series**

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(Prepared in Mimeograph form only)

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Elementary Business Training—Junior Business Training—Office
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6)—English (7 and 8)—English Reading Lists—Argumentation—
Dramatics—Journalism—Library Training—Public Speaking.

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INTRODUCTION

Feeling the need for a more complete standardization of high school work, a tentative Course of Study was drawn up in 1924 with the cooperation of the high school principals. This Course of Study was put out in mimeographed form for experimental use in all high schools of the Territory. As the result of invited criticisms and suggestions, a revision was mimeographed in 1925. It was then expected that the Course of Study would be printed in 1926. The "Teachers' Manual" was published September 1, 1926, as Part I of the High School Course of Study Series. The separate courses of study themselves were delayed until 1927, so that more changes might be incorporated.

Although this Course of Study has gone through three revisions, it is still far from complete, because changes in both theory and practice must be made continually if any school system is to keep abreast of the needs of its students. This series is, however, offered now in printed form, so that it can have a wider distribution. It is hoped that every teacher will take a keen interest in interpreting the subject matter of the classroom to fit the individual needs of the students, and that this Course of Study outline will be suggestive and helpful in leading the way.

The separate courses of study have been worked out entirely by the schools themselves, through the splendid cooperation and loyal effort of both principals and teachers. Special thanks are due the High School Course of Study Committee, which has compiled and revised the completed series. The committee is as follows:

General Chairman

Mr. Miles E. Cary, Principal of McKinley High School.

Central Committee

Mr. J. P. Buller, Vice-Principal, McKinley High School.
Mr. James R. Coxen, Territorial Director of Vocational Education.
Mrs. Lura J. Loader, Teacher of English at McKinley High School.
Mr. Oren E. Long, Deputy Superintendent of Public Instruction.
Mr. T. M. Livesay, Professor of Education, University of Hawaii.
Mr. Robert R. Spencer, Principal of Washington Junior High School.
Dr. Ross B. Wiley, Director of Research, Department of Public Instruction.
Mr. Benj. O. Wist, President of the Territorial Normal School.

General Committee

Mr. F. A. Clowes, Principal, Leilehua High School.
Mr. Clyde E. Crawford, Principal, Konawaena High School.
Mr. F. E. Howard, Principal, Maui High School.
Mr. W. Harold Loper, Principal, Kauai High School.
Mr. Richard E. Meyer, Principal, Hilo High School.
Mr. H. Alton Rogers, Principal, Lahainaluna High School.
Mr. Harlan M. Roberts, Principal, Kohala High School.

WILL C. CRAWFORD,
Superintendent of Public Instruction.

High School Course of Study Series

Part Two

Section II—English

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High School Course of Study Series

Part Two

GENERAL STATEMENT

The central aims of secondary education have been outlined in Part One of the high school course of study. An attempt will be made in the following outlines to establish a basis for the actual class-room procedure in accordance with those aims.

Those persons who have been closely associated with the work of the various committees will realize that it has been a tremendous task to harmonize the work of some seventeen committees where the members of all committees (except the Central Committee) were scattered throughout the islands.

THE GENERAL PLAN

In order that all committees might have a common point of departure in their work the following basic directions were drawn up by the Central Committee:

1. Be specific in your statements; generalizations often lead afIELD.
2. Secondary education is more concerned with the activities of the individual than it is with making the student's mind a store house of information.
3. In so far as possible every teacher and every recitation is concerned with the three elements of social efficiency, namely: efficiency of government, efficiency of industry, and efficiency of home. In other words our various subjects are not so many airtight compartments, each concerned only with a narrow range of purposes. Each teacher who works on the course of study should endeavor to see that through the pupil activities, provided for in each subject, definite growth will be realized in the direction of the **socially efficient** individual.
4. Examine all of your contributions in the light of the major aims of education as outlined in Part One of the Teachers' Manual.
5. A minute arrangement of the subject matter by weeks and months is not wanted. Every teacher, worthy of the name, is capable of doing this. But what is wanted is a general outline of the basic amount of work to be covered by each subject.
6. It is expected that slower pupils will not be able to cover the basic amount of work outlined in each subject. Modifications in subject matter will need to be made for slow students.

The following quotation, taken from the National Education Association research bulletin entitled, "Keeping Pace with the Advancing Curriculum," was adopted by the Central Committee in order to establish the dominant tone of these outlines:

"The teacher is a trained observer who guides the interests of her pupils into activities that are purposeful and which have social value. In the classroom, the subject-matter is still subordinate to activities. Whereas the teacher has clearly in mind a unified and carefully organized core of subject-matter, she does not rigidly require that it shall be covered in any set order."

The course of study outlines which follow represent the work and interest of many persons. These outlines have been printed in pamphlet form for the convenience of teachers. However this does not mean that the course of study work is complete. This work can never be complete, but must continuously give due consideration to the needs of our ever changing society. However, with these outlines as a point of departure each teacher is urged to carry forward the work; and the real test of the value of these outlines will be the extent to which they are used.

It should be clearly understood by all that these outlines are a guide, rather than a hitching post.

SCHOOL ECONOMY

CLASSROOM ECONOMY: This is an essential factor in school work. Every minute wasted is a loss of as many minutes as there are students in the class. This may amount to many hours, even days or weeks for the school year. Efficiency is the watchword in both business and education. Class-room economy demands:

1. Beginning work at the ringing of the last bell—or before if the class is assembled.
2. Seating of students so that roll may be called by inspection in a fraction of a minute.
3. Good order at all times—loud talking and boisterous conduct should not be allowed even between classes.
4. Attention to the work in hand—reading papers, preparing lessons for other classes, and sitting listlessly should not be tolerated.
5. That assignments be definite and clear, and at the beginning of the recitation period; unless the principles under discussion lead logically to new principles to be assigned for study later.
6. System in passing out papers, laboratory material, books, and supplies.
7. Proper ventilation and adjustment of shades to regulate the light.
8. Cheerfulness at all times and occasional praise for excellence as incentives for good work.
9. Prompt dismissal at the ringing of the first bell.

STUDY-HALL ECONOMY: The following rules should be firmly enforced:

1. Independent work on the part of every student.
2. Order—no whispering or talking.
3. Punctuality.
4. Industry.
5. System in roll call.
6. System in dismissing students to go to the library.

HALL ECONOMY: A great deal of time is wasted in the halls and corridors. Tardiness is frequently due to this fact. This waste may be reduced to minimum if students are urged:

1. To walk lively, but orderly.
2. To follow the rule of keeping to the right, or left, as the case may be.
3. To take the shortest route.
4. To refrain from whistling and boisterousness at all times.
5. To take pride in good order and promptness to class.

During school hours the school is a work shop. If teachers are able to establish in the school the same spirit of work and application which one expects to find in a work shop then the school will be approaching the ideal in the matter of working efficiency.

SOME FUNDAMENTAL CONSIDERATIONS

It should be the desire of each high school teacher to give every student, who comes under his instruction, a training commensurate with the capacity of that student.

This is also the aim of the Department of Public Instruction. The general aims of secondary education have been outlined in Part One of this manual.

The primary purpose of Part Two is to outline in a general way the aims and content of each subject offered.

This procedure seems to be necessary in order to coordinate the work of the various secondary schools of the Territory.

But in addition to outlining the formal work of each class, it may also be necessary to add a suggestion or two regarding the place which the formal subject matter should play in the class work:

1. The subject matter of any course should be considered as a means to an end, rather than the end.
2. If the subject matter of a course is to be used as a tool then the student should know how to use this tool, or tools. In general the student should be led to use his facts and skills in the solution of problems. The problems, or projects, should be those which have an appeal to the student; better, they should be the student's problems. If, as has just been stated, subject matter is a tool it must be a tool to some end. It must serve some purpose. For the teacher to be conscious of this purpose is not enough. The pupil must also be conscious of it. Otherwise that which is intended to serve him as a tool is mere useless rubbish to him. Furthermore, it should be borne in mind in this connection that purpose must exist **before** tools are needed—not **after**. The teacher may assist the student in discovering worthwhile and interesting problems. But the student's response is apt to be poor if the teacher arbitrarily assigns problems which interest her, regardless of the interests of the student. As experience amply proves, it is almost impossible to interest every student in a class. But if each teacher will keep in mind that interest generally precedes learning, then a great deal of waste of human energy may be avoided—for the teacher as well as the pupil.

When the teacher faces her class at the beginning of a term, she is not prepared to meet the full responsibility and opportunity of the occasion unless she can answer the following questions, without qualifications, in the affirmative:

1. Am I prepared to teach this subject?
2. Do I see each student as an individual, eager for all that I can give of my store of knowledge and inspiration?
3. Do I consider character training to be of more importance than the giving of information?
4. Knowing that boys and girls learn largely by imitation and emulation, am I willing to order my own conduct, both in school and out, in harmony with the ideal for which I am expecting the students to strive?
5. Am I willing to be a personal friend of each student in my class?
6. Am I willing to give more than is outlined in the textbook and manual?

If each teacher can answer these questions in the affirmative, then the high schools will prosper, and each student will go forth well-equipped to meet the tremendous and complex demands of modern society.

ENGLISH

GENERAL AIMS OF ENGLISH:

1. To give the pupils command of the art of communication in speech and writing.
2. To teach them to read thoughtfully and with appreciation; and to form in them a taste for good reading.
3. To foster and develop in them altruistic tendencies.

SUBJECTS INCLUDED IN ENGLISH:

English 1 and 2

English 3 and 4

English 5 and 6

English 7 and 8

English Reading List

First year

Second year

Third year

Fourth year

Argumentation

Dramatics

Journalism

Library Training

Public Speaking

ENGLISH 1 AND 2

AIMS OF ENGLISH 1 AND 2:

Oral and Written English—

1. To enable pupils to be as much at ease as possible before an audience.
2. To train them to enunciate their words clearly and correctly.
3. To teach them the fundamentals of English grammar.
4. To teach them simple punctuation.
5. To enlarge their vocabularies.
6. To train them to express themselves coherently and with some degree of correctness.

Literature—

1. To develop the pupils' appreciation of poetry and of books appropriate to their age.
2. To enable them to grasp the contents of the printed page.

PUPIL ACTIVITIES INTENDED TO REALIZE AIMS:

Oral and Written English—

1. To enable pupils to be as much at ease as possible before an audience.
 - a. Have the class organized as a club in which groups of children have specific duties to perform.
 - b. Let the first oral themes be in the form of conversations on topics of common interest. Avoid criticism as much as possible.
 - c. Through the selection of interesting topics for oral composition, help the child to lose his self consciousness in the pleasure of presenting what he has to say.
 - d. Have debates and declamatory contests, the latter based on **Open Gates**.
2. To train them to enunciate their words clearly and correctly.
 - a. Have drills on the sounds to be studied, i.e., **th**, short **i**, **v**, **wh**, **oo**, and **d** or **t** at end of a sentence, frequently at the beginning of class period. (Insist that each child makes himself heard.)
 - b. Appoint pupil committees to check enunciation during the recitation.
 - c. Have competitions in which pupils win points for catching their classmates making mistakes, in recitations other than English. (This must be play, or the plan is not effective.)
 - d. Have pupils read aloud.
3. To teach them the fundamentals of English Grammar.
 - a. Have each pupil write a grammar based on outlines supplied by the teacher. The pupils will find definitions and examples illustrating their definitions in texts recommended by the teacher.
 - b. Have the pupils analyze and diagram sentences.

4. **To teach them simple punctuation.**
 - a. Have pupils punctuate sentences in exercise books or from sentences copied from text books.
 - b. Have pupils criticise the punctuation of sentences found in reputable magazines and books.
5. **To enlarge their vocabularies.**
 - a. Have the pupils develop an interest in, and a curiosity about, words through a study of roots, prefixes and suffixes, antonyms and synonyms, early in the freshman year.
 - b. Have the pupils look up all words which interfere with their understanding of the classics studied.
 - c. Have pupils keep lists of new words they find in their outside reading and classroom reading, and learn to pronounce these words.
6. **To train them to express themselves coherently and with some degree of correctness.**
 - a. Have pupils prepare simple outlines, either written or mental, before they attempt any written or oral work.
 - b. Have the pupils write short themes which will be corrected by the teacher and will be given no credit until the pupils have rectified the errors.
 - c. Have pupils make charts, on which they note the number of times they make certain errors. (It will be well to limit the type of error counted at first to incomplete sentences, lack of harmony in tense, and lack of agreement between subject and predicate, and between pronoun and antecedent.)
 - d. Have pupils read aloud themes possessing either vices or virtues which the teacher wishes to stress.

Literature—

1. **To develop the pupils' appreciation of poetry and of books appropriate to their age.**
 - a. The pupils should listen to interesting stories and poems read aloud by the teacher or by persons able to read in a pleasing manner. Phonograph records of many great lyrics can be secured.
 - b. Have the pupils read books from the High School Reading List. (This reading should be done rapidly.)
 - c. Have the pupils write stories and poems expressing their own reactions to the literature with which they come in contact and to the world of people and nature around them.
 - d. Have the pupils present literary programs before the class.
 - e. Have pupils memorize selections which are especially worth while.
2. **To grasp the contents of the printed page.**
 - a. Have pupils practice selecting the most important points as they read. (Standard reading tests should be administered to ascertain which pupils are weak in this respect.)

TEXTBOOKS:

Palmer, The Odyssey—(Houghton)—(Required)

Not all of this book should be covered in class. Emphasis should be laid on word study, mythology, and the beauty of the descriptions.

Davis and Getchell, Stories of the Day's Work—(Ginn)—(Required.)

Romance of Labor—(Macmillan)—(Optional)

These books should be read carefully. They form an excellent basis for themes and oral reports.

Spaulding, Open Gates—(Houghton)—(Required)

Teachers should use discrimination in the selection of poems from this book. Those which are already familiar to the pupils or which the teacher feels will not prove of interest to his class, may be omitted.

It is best to avoid stressing the form of the poems.

Scott, The Lady of the Lake—(Edited with notes by Syle)—(D. C. Heath)

This poem often proves too difficult for D sections. If it is taught, the pupils should be given the historical background of the story and a clear idea of geographical setting. Themes based on the characters and events in the poem prove very interesting.

Stevenson, Treasure Island—(Any edition)

This text may be read outside of class during the first semester and reported on weekly in the form of oral or written themes. It will form a good basis for practice in making a book report.

Peabody, The Piper—(Houghton)—(Required)

This book may be used as material for dramatization and a simple study of the drama.

Lewis and Hoscic, New Practical English for High Schools—(American Book Co.)—(Optional), or

Murray and Wiles, A First Book in English—(D. C. Heath)—(Optional)

The chapters which may be taught in the freshman year are as follows: Appendix—Word Building; Mastering Words; Learning the Functions of Words; The Sentence at Work; Using Capitals and Punctuation; Writing Friendly Letters; Speaking and Writing; Telling Stories.

Halleck and Barbour, Readings from Literature—(American Book Co.)—(For reference use only.—Required)

OTHER MATERIAL USED:

Sandwick, How to Study—(Required)

The teacher may give the pupils talks on efficient method of studying. These should be very simple and practical.

Books for Home Reading—

The pupils should read at least four books outside of class.

The title of these books and, if possible, the number of points earned by reading each book should be filed in the office. (See attached list.)

Practice Leaves in English Fundamentals—(D. C. Heath & Co.)—(Optional)

This pad correlated with Lewis and Hoscic (or Murray & Wiles) should prove efficacious in the teaching of grammar and of the sentence.

Webster, Elementary or Secondary School Dictionary—(American Book Co.)—(Supplementary)

Pictures—

Pictures should be used wherever possible, to illustrate the poems and classics. An attempt should be made to build up such a collection of pictures in the school library. These may also be secured from the Public Library.

Victor Records.

Youth's Companion and Literary Digest.

Ball, Building with Words—(Ginn & Co.)—(Supplementary)
Davis, Practical Exercises in English—(Ginn & Co.)—(Supplementary)

SUGGESTED ARRANGEMENT OF WORK BY SEMESTERS:

(When possible it will be well to handle the various elements of the course as units to be completed before anything new is attempted.)

First Semester—

1. Diagnostic tests.
2. Simple talks on How to Study.
3. Drill in enunciation—Stress oral English for a time.
4. "Word Building," "Mastering Words," "Learning the Functions of Words" in Lewis and Hoscic, or similar topics in Murray and Wiles.
5. "The Sentence at Work," "Using Capitals and Punctuation."
6. "Writing Friendly Letters" in Lewis and Hoscic or similar work in Murray and Wiles.

NOTE: a. Work on "Telling Stories" and "Speaking and Writing" should be carried on all during the semester.

b. "Treasure Island" may be read any time during the semester.

Second Semester—

1. The Odyssey
2. Stories of the Day's Work (or Romance of Labor)
3. Open Gates
4. The Lady of the Lake
5. The Piper
6. References from Halleck & Barbour
Oral and Written compositions will continue throughout the semester.

MINIMUM REQUIREMENTS FOR ENGLISH 1 AND 2:

Written—

1. Observe proper form in margins, indentations and placing of title.
2. Use capitals properly.
3. Show properly where one sentence ends and another begins.
4. Learn and put into practice the most important spelling rules.
5. Use the apostrophe correctly.
6. Recognize the parts of speech.
7. Recognize a common, compound, and complex sentence and be able to write them.
8. Punctuate and paragraph conversation correctly.
9. Write and punctuate a friendly letter or informal note correctly.
10. Observe the ordinary rules of syntax, i.e., agreement of subject and predicate, pronouns and antecedent, tense.

Oral—

1. Enunciate the "th" and short "i" correctly.
2. Be able to answer questions in complete sentences and narrate a simple event or process coherently.

Literature—

1. Comprehend the literature offered by the course of study.
(This demands an adequate vocabulary.)

BIBLIOGRAPHY FOR TEACHERS:

Mearns—Creative Youth (Doubleday, Page & Co.)
Woodbridge—The Drama, Its Law and Technique (Allyn & Bacon)
Leonard—Cox—General Language (Rand McNally)
Mowat—Synopsis of English Sounds (Mrs. Olive Margaret Mowat, Box 678, Honolulu, T. H.)
Canley and Opdyche—Mechanics of Composition (Macmillan)
Wheeler—Grammar at Work (Allyn and Bacon)
Crawford—The Study of English (Macmillan)
Ward—What Is English? (Scott Foresman)
Ward—English Evidence (Scott Foresman)
Bublig—Junior English, Book III (Heath & Co.)
Rich—A Study of Literature (Century)
Courses of Study from prominent high schools.

BIBLIOGRAPHY FOR STUDENTS:

List of books for Outside Reading—See below.
(Fiction and non-fiction)

First Semester

1. One novel—5 points
2. One non-fiction—12 points

Second Semester

1. Two novels—10 points

ENGLISH 3 AND 4

AIMS OF ENGLISH 3 AND 4:

Oral and Written English—

1. To train pupils to be at ease before an audience.
2. To increase and maintain the pupils' skill in enunciating words clearly and correctly.
3. To teach them to construct grammatical sentences, possessing unity and coherence.
4. To teach them to punctuate.
5. To teach them to write unified paragraphs.
6. To teach them the technique of description.
7. To teach them to write business letters.
8. To enlarge their vocabularies.

Literature—

1. To broaden the pupils' sympathies and their appreciation of the good in human nature.
2. To develop in them some sense of discrimination in their choice of reading material.

PUPIL ACTIVITIES INTENDED TO REALIZE AIMS:

Oral and Written English—

1. To train pupils to be at ease before an audience:
 - a. Have class organized as a club which is run by the pupils.
 - b. Have pupils dramatize selections from the classics read—or make use of dramatization in presenting their oral recitations.
 - c. Have debates on topics of common interest or on questions arising from the study of the classics.
2. To increase and maintain the pupils' skill in enunciating words clearly and correctly.
 - a. Make each child conscious of his own special weaknesses, and then let it be understood that no recitation in which he makes these errors will be given credit.
 - b. Have the pupils read aloud.
3. To teach them to construct grammatical sentences possessing unity and coherence.
 - a. Have pupils review principles of grammar.
 - b. Have them diagram sentences as an aid to analysis.
 - c. Have them know numerous conjunctions and use them.
 - d. Have them correct sentences containing errors in grammar, unity, and coherence.
 - e. Have them write themes and correct them in the light of the teacher's criticisms.
4. To teach them to punctuate.
 - a. Have pupils understand the constructions of the sentence, then punctuate intelligently.
 - b. Have them bring to class clippings from newspapers and magazines and criticize all punctuation marks.
 - c. Have them punctuate sentences.

5. **To teach them to construct a unified paragraph.**
 - a. Have pupils bring paragraph clippings to class and study relation of each sentence to topic sentence.
 - b. Have them write paragraphs based on well-formulated topic sentences.
6. **To teach them the technique of description.**
 - a. Have pupils study and analyze the excellent description contained in the classics read.
 - b. Have them describe objects or people known to the class, and then have the class guess who or what has been described.
7. **To teach them to write business letters.**
 - a. Have them study the models in Lewis and Hosic.
 - b. Have them write letters to imaginary characters or local business men.
8. **To enlarge their vocabularies.**
 - a. Using the conversation between Wamba and Gurth from *Ivanhoe* as a basis, encourage the pupils to study the derivation of words.
 - b. Have pupils take standardized vocabulary tests and then use them as a spur to encourage pupils to enlarge their vocabularies.
 - c. Have frequent vocabulary contests based on lists selected from the classics.

Literature—

1. **To broaden the pupils' sympathies and their appreciation of the good in human nature.**
 - a. Have the pupils study and discuss the characters in the literature which they read, and encourage the pupils to compare these people with men and women whom they know.
 - b. Have pupils write character sketches.
2. **To develop in them some sense of discrimination in their choice of literature.**
 - a. Have pupils bring all kinds of magazines to class and compare them.
 - b. Have pupils write brief book reviews criticizing books which they read. (NOTE: These reports should reflect the pupil's own opinion of the book; dull reports based on stereotype questions are to be avoided.)

TEXT BOOKS:

Lewis and Hosic—First Course in English (American Book Co. (Optional) or

Murray and Wiles—A First Book in English (D. C. Heath) (Optional)

Review the chapter on Learning the Functions of Words. Study the chapters on The Sentence at Work; Building Paragraphs, Using Capitals and Punctuations, Telling Stories, Writing Business Letters, Making People Understand, Making People Believe (as a preparation for debates if the teacher favors them), Reporting and Editing News (as an aid to newspaper writing if the teacher wishes to use the newspaper as a project in the study of the classics).

Scott—Ivanhoe—Abridged Edition (Macmillan) (Required)

This book may be read outside of class. From it the pupils should learn something about chivalry, feudalism and the derivation of the English words.

Michels—Short Stories (Scribner) (Required)

The teacher should use discrimination in his selection of stories; those containing too much dialect should be omitted.

The pupils should classify the stories as to type, but no attempt should be made to study the technique of the short story.

Boynton—Selected Poems (Macmillan) (Required)
Require that *Enoch Arden*, *Sohrab and Rustum*, and *The Rime of the Ancient Mariner* be studied intensively. Two other narrative poems from the collection may be read outside of class. The pupils should be able to recognize the following figures of speech: simile, metaphor, alliteration, and personification. They should also understand rime and meter.

Shakespeare—Julius Caesar (Allyn & Bacon) (Required)
The notes in this book are very good. They should be studied intensively. The characters lend themselves to analysis; the plot lends itself both to analysis and diagraming.

Drinkwater—Abraham Lincoln (Houghton Mifflin) (Required)
This drama may be covered rapidly in "A" sections. It does not lend itself to dramatization, but it offers excellent material for the study of stage effects and costuming.

Sandwick—How to Study (Heath & Co.) (Required)

All of Part I

Chapter III of Part II

Ashmun—Prose Literature for Secondary Schools (Houghton)
(For Reference use only—Required)

OTHER MATERIAL TO BE USED:

Practice Leaves in English Fundamentals (Heath & Co.) (Optional)

Or some other good loose-leaf book of exercises for those pupils who are weak in grammar.

Illustrated copies of the classics.

Mowat—Synopsis of English Sounds (Mrs. Olive M. Mowat, Box 678, Honolulu).

Pictures from Library collections.

Webster—Elementary or Secondary School Dictionary (American Book Co.) (Supplementary).

Articles from magazines and periodicals.

Note books.

Outlook and Literary Digest.

SUGGESTED ARRANGEMENT OF WORK BY SEMESTERS:

(When possible it will be well to handle the various elements of the course as units to be completed before anything new is attempted.)

First Semester—

1. How to Study.
2. Diagnostic tests on enunciation and drill on difficult sounds.
3. Review of grammar—intensive work on verbals, phrases, clauses, and diagraming and analyzing sentences.
4. Punctuation—Intensive work on commas, quotation marks, and colons.
5. Study of sentence unity, and coherence.
6. Study of paragraph unity.
7. Study of "Telling Stories."
8. Study of "Description."
9. Study of "Writing of Business Letters."

Ivanhoe may be read outside of class and used as the basis for reports, debates, descriptions, character analyses, and word study—Correlate with Chapters X, XI, and XII in Lewis and Hosis—*New Practical English for High Schools*.

Michels—Short Stories—The Christmas Stories may be read in December.

Themes, Book Reports, and Quizzes—(Ten during the semester).

Second Semester—

1. **Michels—Short Stories**—About half of the stories to be read—Correlate with chapter on "Telling Stories" in Lewis and Hosc (or similar work in Murray and Wiles).
2. **The Rime of the Ancient Mariner.**
3. **Enoch Arden.**
4. **Sohrab and Rustum.**
5. Reports on poems read outside of class.
6. **Michels—Short Stories**—those not studied earlier in the semester.
7. **Julius Caesar.**
8. **Abraham Lincoln.**
9. **Selections from Ashmun—Prose Literature.**
Themes, book reports, and quizzes—about ten.

MINIMUM REQUIREMENTS FOR ENGLISH 3 AND 4:

First Semester—

Written

1. Continue the requirements for English 1 and 2.
2. Distinguish unerringly sentences, clauses, phrases.
3. Analyze a sentence.
4. Recognize the relationship expressed by the most useful conjunctions.
5. Shape material into a topical outline and make a clear report.
6. Write a clear description.

Oral

1. Continue requirements of English 1 and 2.
2. Enunciate **th**, short **i**, **v**, **oo**, **w**, and **d** or **t**, at end of a word.
3. Organize material topically and present subject clearly.

Second Semester—

Oral

The same as for the first semester.

Literature

1. The pupils should be able to analyze and compare characters from the classics.
2. They should know the types of short stories.
3. They should know the main divisions of the drama.
4. They should be able to discuss the settings of the classics.

BIBLIOGRAPHY FOR TEACHERS

Woodbridge—The Drama, Its Law and Technique (Allyn & Bacon)

Mowat—Synopsis of English Sounds. (Mrs. Olive M. Mowat, Box 678, Honolulu, T. H.)

Ward—What Is English? (Scott Foresman)

Ward—English Evidence (Scott Foresman)

Rich—A Study of Literature (Century)

Stratton—The Teaching of English in the High School (Harcourt Brace & Co.)

Greenlaw and Miles—Literature and Life (Scott Foresman)

Courses of Study from prominent high schools.

BIBLIOGRAPHY FOR PUPILS:

List of books for outside reading (fiction and non-fiction).

1. Three books should be read during the first semester, (or books totaling 15 points).
2. Four books (two fiction, two non-fiction) should be read the second semester (20 points).

(See list attached)

ENGLISH 5 AND 6

AIMS OF ENGLISH 5 AND 6:

Oral and Written—

1. To maintain and increase the pupils' proficiency in enunciation.
2. To maintain and increase their proficiency in the construction of grammatical sentences and to enable them to master English idioms.
3. To acquaint them with the character, the structure, and the function of the paragraph and to teach them to write well-made paragraphs.
4. To teach them to construct clear and entertaining expositions.
5. To teach them the handling of plot construction and character portrayal.

Literature—

1. To give the pupils an understanding of the leading features in structure and style of the main literary types, such as novels, dramas, essays, and poems.
2. To develop an appreciation of the lives and characters of great men and women in fiction and the world; to reveal the high ideals which these men and women strove to uphold; and to inspire in the pupils a desire to profit by the great life lessons which a thoughtful study of these characters cannot fail to teach.
3. To help pupils to find pleasure in reading books by the better authors of classics both past and present.

PUPIL ACTIVITIES INTENDED TO REALIZE AIMS:

Oral and Written—

1. To maintain and increase the pupils' proficiency in enunciation.
 - a. Make each pupil aware of his special weakness and let it be understood that no recitation in which he makes these errors will be given credit.
2. To maintain and increase their proficiency in the construction of pleasing grammatical sentences and to enable them to master English idioms.
 - a. Have pupils diagram and analyze sentences, emphasizing phrases, clauses, and verbals.
 - b. Have them correct sentences containing errors in syntax.
3. To acquaint them with the character, the structure, and the function of the paragraph and to teach them to write well-made paragraphs.
 - a. Have pupils analyze specimen paragraphs.
 - b. Have pupils write single paragraph compositions.
 - c. Have pupils develop topic sentences by various methods.
 - d. Have pupils practice the use of connectives and transitional words.
 - e. Have pupils find and analyze good paragraphs in books.
 - f. Have pupils criticize paragraphs written on the black board.

- g. Have pupils make topical outlines of selections containing several paragraphs.
 - h. Write and paragraph conversations.
4. **To teach them to construct clear and entertaining expositions.**
 - a. Have pupils formulate accurate definitions.
 - b. Have pupils explain mechanisms and processes.
 - c. Have pupils explain facts.
 - d. Have pupils discuss ideas and opinions.
 - e. Have pupils write expository biographies of real persons.
 - f. Have pupils write formal and informal essays.
 - g. Have pupils write expository biographies of characters in fiction.
 - h. Have pupils write informal personal sketches.
 - i. Have pupils study and write book reviews.
 - j. Have pupils study and write newspaper editorials.
 - k. Have pupils write expository letters.
 - l. Have pupils write expositions suggested by pictures in the textbook.
 5. **To acquaint them with the mechanical process of poetic composition.**
 - a. Have pupils study forms of versification and of the drama as presented in **Tanner—Composition and Rhetoric**, and apply what they have learned to analysis of the poems offered by the course of study and by the poems in the magazines which they read.
 - b. Have the pupils write original poems.

Literature—

1. **To give the pupils an understanding of the leading features in structure and style of the main literary types, such as novels, dramas, essays, and poems.**
 - a. Have pupils study and analyze reputable novels, dramas, essays, and lyric poems.
 - b. Have them write original plays, essays, and poems.
2. **To develop an appreciation of the lives and characters of great men and women in fiction and the world; to reveal the high ideals which these men and women strove to uphold; and to inspire in the pupils a desire to profit by the great life lessons which a thoughtful study of these characters cannot fail to teach.**
 - a. Have pupils study the characters in the classics and discuss the life lessons which these peoples' experiences teach.
 - b. Have pupils become acquainted with lives of present day heroes, i.e., candidates for the "Hall of Fame," winners of the Pulitzer Prize, etc.
3. **To help pupils to find pleasure in reading books by the better authors of classics both past and present.**
 - a. Have the pupils read books from the book list.
 - b. Have class organized as a literary club to encourage the review of good books.

TEXTBOOKS:

Sandwich—How to Study (D. C. Heath) (Required)

All of Part I.

Chapters III, XI, and XII of Part II.

Tanner—Composition and Rhetoric (Ginn) (Required)

The following chapters may be taken in order—Chapter XXI, VIII, IX, X, as a basis for review and to increase pupils' skill.

Intensive study of Chapters VII, IV, and V if M.O.S. is not used.

Appendix A and C, Chapter XVII, Chapter XX.

Eliot—Silas Marner (University Press, Chicago) (Required)
This book should be read rather rapidly with emphasis on the morals and life lessons taught. Plot structure need not be stressed.

Tennyson—Idylls of the King (Macmillan) (Required)
The ideals of chivalry which are found in these poems should be emphasized. The pupils should be led to appreciate the beauty of the lines. They should learn selections of especial worth.

Dickens—A Tale of Two Cities (Ginn) (Required)
This book offers splendid material for the study of plot construction and character analysis. The historical background should be stressed.

Shakespeare—The Merchant of Venice (Allyn & Bacon) (Required)
This drama should be read rapidly for the story and then re-read for the purpose of analyzing the structure, and the characters, and of paraphrasing especially good lines. The pupils should memorize selections.

Long—Outlines of American and English Literature (Ginn) (Required)
This book may be correlated with Payne's Selection from American Literature.

Payne and Hill—Selections from American Literature (Rand, McNally)
Very little time if any should be spent on the work of the early American writers. The teacher should stress the modern selections offered by the text and supplement them as much as possible with the writings of the last decade. The pupils should memorize selections of especial worth.

Schweikert—Short Stories (Harcourt) (Supplementary)

OTHER MATERIAL USED:

M. O. S. (Scott Foresman)

This or some other book may be used as a supplement to Tanner in the teaching of grammar, sentence structure, and punctuation.

Webster—Elementary or Secondary School Dictionary (American Book Company) (Supplementary)

Illustrated copies of the classics.

Pictures from the public and the school libraries.

Good magazines containing current events, book reviews, modern literature. Independent and Current Opinion.

Books of contemporary prose and poetry.

Notebooks.

Phonograph records of dramatic selections and poems.

SUGGESTED ARRANGEMENT OF WORK BY SEMESTERS:

(It is suggested that teaching elements contained in the course be handled as a unit to be completed before anything new is attempted.)

First Semester—

1. How to Study.
2. A short drill on the enunciation of difficult sounds.
3. A review of grammar, sentence structure, and punctuation.
4. Exposition.

5. Silas Marner.
6. Idylls of the King—Correlate Appendix C—Versification.
7. A Tale of Two Cities—Correlate Appendix A—(The Novel)
Themes, book reviews, and quizzes—About fifteen.

Second Semester—

1. A Merchant of Venice—Correlate Appendix A (The Study of the Drama).
2. Outlines of American and English Literature.
3. Selections from American Literature—Correlate Chapter XX—The Short Story.
Themes, book reviews, quizzes—About fifteen.

MINIMUM ESSENTIALS:

First Semester—

1. Continue the requirements for freshman and sophomore English.
2. Apply the principles of unity and coherence to sentences, paragraphs, and themes.
3. Replace the "is because," "is where," and "is when" clauses by proper forms for stating cause, reason, and definition.
4. Write a clear explanation of a function, or an idea.
5. Understand the leading features in the structure of the classics read and studied.

Second Semester—

1. Continue requirements of the first semester.
2. Understand the leading features in the structure of dramas, essays, and poems.
3. Have comprehension of the chronology of American writers.

BIBLIOGRAPHY FOR TEACHERS:

- Sperlin—Studies in English World Literature (Century)
 Rich—A Study of Types of Literature (The Century Co.)
 Woodbridge—The Drama, Its Law and Technique (Allyn & Bacon)
 Ward—Teachers' Manual for the study of English Classics.
 (Scott Foresman)
 Thomas—The Teaching of English in the Secondary Schools
 (Houghton Mifflin)
 Ward—What Is English? (Scott Foresman)
 Sharp—Teaching English in High Schools—Riverside Monograph (Houghton, Mifflin)
 Ball—Building with Words (Ginn & Co.)
 Bolenius—Teaching Literature in the Grammar Grades and in High School (Macmillan)
 Stratton—The Teaching of English in the High School (Harcourt Brace & Co.)
 Greenlaw and Miles—Literature and Life (Scott, Foresman)
 Mearns—Creative Youth (Doubleday, Page & Co.)
 Courses of Study from prominent high schools.

BIBLIOGRAPHY FOR PUPILS:

List of books for outside reading (fiction and non-fiction)

1. Two books should be read during the first semester or books totaling about fifteen points.
2. Two books by modern authors and one drama should be read during the second semester.

NOTE: It is suggested that at least two of these books be non-fiction.

(See list attached)

ENGLISH 7 AND 8

AIMS OF ENGLISH 7 AND 8:

Oral and Written—

1. To maintain and increase the pupils' proficiency in enunciation.
2. To maintain and increase their proficiency in the construction of grammatical sentences and to enable them to master English idioms.
3. To train them to write both friendly and business letters easily, clearly, and accurately.
4. To train them to write or give orally, original forms of narration, description, exposition, and argumentation, using vivid, effective, and appropriate words.
5. To train them to give orally, intelligent discussion of the literature studied.
6. To train them in elementary rules of parliamentary procedure such as making, seconding, and amending motions and, if possible, conducting a meeting.

Literature—

1. To increase the pupils' interest in and appreciation of literature both classical and modern.
2. To give them some chronological idea of the history of the English language and of English literature.
3. To increase their knowledge of the types of poetry and prose.
4. To develop in the pupils qualities of character that will aid them to meet the problems of life sanely, bravely, and cheerfully.

PUPIL ACTIVITIES INTENDED TO REALIZE AIMS:

Oral and Written—

1. To maintain and increase the pupils' proficiency in enunciation.
 - a. Make each pupil conscious of his especial errors and then let it be understood that no pupil making these errors will receive credit for his recitations.
2. To maintain and increase their proficiency in the construction of grammatical sentences and to enable them to master English idioms.
 - a. Have the pupils make use of exercises dealing with the agreement of subject and predicate, pronouns and antecedents, and the forming of present infinitives and the perfect tense of regular verbs.
 - b. Have the pupils list English idioms that appear in their reading.
 - c. Make the pupils conscious of their own unidiomatic constructions, both oral and written.
3. To train them to write both friendly and business letters easily, clearly, and accurately.
 - a. Have the pupils write letters to each other, to the teacher and to imaginary employers or business men.

4. To train them to write or give orally, original forms of narration, description, exposition, and argumentation, using vivid, effective, and appropriate words.
 - a. Have the pupils relate personal incidents; describe local scenes, and people; explain local processes, give book reviews or reports; write editorials for the school paper; and argue on questions of local importance.
 - b. Have pupils notice the well chosen words used in literature and use them.
5. To train them to give orally, intelligent discussion of the literature studied.
 - a. Have pupils give their opinions of selections from the classics read, explain passages, and make comparisons between works studied in the senior year and those studied in the earlier school years.
6. To train them in elementary rules of parliamentary procedure such as making, seconding, and amending motions and, if possible, conducting a meeting.
 - a. Have the class organized as a club. Cooperate with the history department and the school clubs in presenting programs.

Literature—

1. To increase the pupils' interest in and appreciation of literature, both classical and modern.
 - a. Have the pupils memorize selections from the text.
 - b. Encourage the pupils to do as much rapid reading as possible outside of class and to write interesting reviews which reflect the pupils' own reaction to the books.
 - c. Read aloud to the class.
2. To give them some chronological idea of the history of the English language and of English literature.
 - a. Have the pupils make outlines and charts showing something of the origin and development of English language and of English literature, also the influence of history on literature.
3. To increase their knowledge of the types of poetry and prose.
 - a. Have the pupils become acquainted with the characteristics of the common types of literature so that they may classify selections according to type.
4. To develop in the pupils qualities of character that will aid them to meet the problems of life sanely, bravely, and cheerfully.
 - a. Have the pupils discuss the characters and lives of authors who had difficulties to overcome, e.g., Milton and Stevenson.
 - b. Using Arnold's statement, "Poetry is a criticism of life," have the pupils select passages teaching life lessons and if feasible memorize them.

TEXTBOOKS:

Sandwich—How to Study (Heath & Co.) (Required)

The pupils should review all of the work assigned during previous years. Outlining the book has proved an efficacious method of handling it.

Tanner—Composition and Rhetoric (Ginn & Co.) (Required)

Review Chapters XXI, VIII, IX, XX and Appendix C as thoroughly as is necessary. Study Chapters XI, XII, XIII, XIV,

and VI-XIX. (Chapters XVI and XVII may be used for reference.)

Long—English and American Literature (Ginn & Co.) (Required)
Correlate with **Payne and Hill—Selections from English Literature**. It is advisable to let the assignments in Long follow the reading of the selections in Payne and Hill.

Payne and Hill—Selections from English Literature (Rand, McNally Co.) (Required). Omit Chaucer. Stress Bacon's Essays; Shakespeare—Macbeth; Milton—L'Allegro and Il Penseroso, Sonnets; Pope—Essay on Man, Essay on Criticism; Dryden—Alexander's Feast; Addison—Essays (omit Dissection of a Coquette's Heart and of a Beau's Head); Goldsmith—Deserted Village; Blake—Poems; Burns—Poems (omit Tam O'Shanter); Wordsworth—Poems (omit Michael); Byron—Sonnet on Chillon, Prisoner of Chillon, Apostrophe to the Ocean; Shelley—Poems; Keats—Poems (omit Endymion); Lamb—Dream Children, Dissertation on a Roast Pig; DeQuincy—Essays of Carlyle, Newman, Ruskin, Huxley, Arnold. Outline these essays. (Omit Sohrab and Rustum); Tennyson—Ulysses, Lady of Shalott, Locksley Hall. In Memoriam; Browning—Poems (omit Love Among the Ruins); Rossetti—Poems; Meredith—Juggling Jerry, Lark Ascending; Gilbert—Yarn of the Nancy Bell, To Phoebe; Shakespeare—Hamlet, Short Stories; Essays (omit Essay by Chesterton); Traditional Poetry; Irish Poetry; War Poems; Modern Poems.

Note: a. Selections omitted may be read aloud to the classes or assigned to "A" classes if the teacher wishes.

b. The teacher should strive to give the classes as much of modern English poetry and prose as is possible.

OTHER MATERIAL USED:

Greever and Jones—Century Handbook (Century Co.)

(Optional)

This text may be used as a reference book if the teacher does not find Tanner sufficient.

M. O. S.—Scott Foresman.

Supplement to Tanner as a review of grammar and sentence structure.

Pictures.

1. Collections.

2. Masterpieces in Color—Stokes Co., N. Y.

Magazine for pictorial, literary and current interest—World's Work and Harper's.

Phonograph records: Ballads, lyrics, English operas, dramatic selections.

Webster—Elementary or Secondary School Dictionary (American Book Co.) (Supplementary).

SUGGESTED ARRANGEMENT OF WORK BY SEMESTERS:

First Semester—

1. A review of How to Study—Sandwick.
2. a. A review of Composition and Rhetoric—Tanner, Chapters XXI, VIII, IX.
b. Advanced work—Chapters XI, XII, XIII, XIV.
3. Selections from English Literature—As far as the Victorian Age.
Themes, book reports, quizzes—about fifteen.

Second Semester—

1. Composition and Rhetoric—Tanner. Chapter VI.
2. Selections from English Literature—complete the text.
3. Composition and Rhetoric—Tanner, XIX.
(Chapters XVI and XVII may be used for reference during both semesters; XX should accompany the reading of English Short Stories.)
Themes, book reports, quizzes—about fifteen.

MINIMUM ESSENTIALS:

First Semester—

1. Continue requirements for previous years.
2. Be able to write and speak with a fair degree of skill and ease, and a reasonable freedom from elementary faults.
3. Be familiar with the characteristics of the various types of prose and poetry studied.
4. Have a chronological knowledge of the historical background of English Literature.

Second Semester—

1. Continue requirements for first semester.
2. Be able to write naturally in letters that are correct in form, clear in expression, interesting in content, and courteous in style.
3. Be able to use all forms of discourse indiscriminately.

BIBLIOGRAPHY FOR TEACHERS:

Sperlin—Studies in English World Literature (Century)
Rich—A Study of Types of Literature (Century)
Woodbridge—The Drama, Its Law and Technique (Allyn & Bacon)
Ward—Teachers' Manual for the Study of English Classics (Scott Foresman)
Thomas—The Teaching of English in the Secondary Schools (Houghton Mifflin)
Sharp—Teaching English in High Schools—Riverside Monograph. (Houghton Mifflin)
Bolenius—Teaching Literature in the Grammar Grades and in High School (Macmillan)
Stratton—The Teaching of English in the High School (Harcourt Brace & Co.)
Greenlaw and Miles—Literature and Life (Scott Foresman)
Mearns—Creative Youth (Doubleday Page & Co.)

BIBLIOGRAPHY FOR PUPILS:

List of books for outside reading (fiction and non-fiction)

1. First Semester:
One Shakespearean tragedy (Hamlet)
One modern play
One classical novel
2. Second Semester:
One modern novel
One modern short story
Modern Essays
Modern Poetry

(See list attached)

ENGLISH READING LIST

First Year

FICTION

Value	Author	Title
3	Alcott—	Little Women
5	Allen—	Kentucky Cardinal
6		Arabian Nights Entertainment
5	Bacheller—	In the Days of Poor Richard
5	Bacheller—	Man for the Ages
5	Barrie—	Peter and Wendy
3	Bennett—	Master Skylark
9	Blackmore—	Lorna Doone
3	Buchan—	Huntingtower
2	Burnett—	Secret Garden
4	Castle—	Pride of Jennico
10	Cervantes—	Don Quixote
5	Churchill—	Richard Carvel
5	Cobb—	Old Judge Priest
5	Collins—	The Moonstone
5	Conner—	Black Rock
5	Conner—	Glengarry School Days
5	Conner—	Man from Glengarry
5	Connolly—	Deep Waters
5	Connolly—	Out of Gloucester
5	Cooper—	Deer Slayer
7	Cooper—	Last of the Mohicans
6	Cooper—	The Prairie
4	Cooper—	Sea-lions
5	Cooper—	Red Rover
6	Cooper—	The Spy
5	Cooper—	Wing and Wing
5	Curtis—	Yankee Girl at Bull Run
5	Davis—	Friend of Caesar
5	Davis—	Captain Macklin
5	Davis—	Victor of Salamis
6	Defoe—	Robinson Crusoe
5	Doyle—	White Company
3	Doyle—	Adventures of Sherlock Holmes
7	Doyle—	Micah Clark
6	Dumas—	Count of Monte Cristo
3	Dumas—	Three Musketeers
4	Eggleston—	Hoosier Schoolmaster
5	Ervine—	Alice and a Family
3	Fisher—	Understood Betsy
2	Fonque—	Undine
7	Fox—	Trail of the Lonesome Pine
3	French—	Lance of Kanana
5	Goldsmith—	Vicar of Wakefield
4	Gras—	Reds of the Midi
4	Grey—	Lost Trail
3	Grey—	Riders of the Purple Sage
4	Haggard—	Alan Quartermain
5	Harris—	Nights with Uncle Remus
5	Harte—	Luck of Roaring Camp
3	Hawes—	Mutineers
5	Hawes—	The Great Quest
4	Henty—	March to London
5	Hope—	Prisoner of Zenda
4	Hough—	Fifty-four forty or Fight
6	Hughes—	Tom Brown's School Days
7	Irving—	Alhambra
7	Irving—	Tales from the Alhambra

5 Jackson—Ramona
 5 Johnson—Tennessee Shad
 5 Johnston—To Have and to Hold
 5 Kelly—Little Aliens
 5 Kelly—Little Citizens
 8 Kipling—Kim
 6 Kipling—Puck of Pook's Hill
 5 Kipling—Rewards and Fairies
 5 Kipling—Soldiers Three
 5 Kipling—Under the Deodars
 6 Lever—Charles O'Malley
 6 Lever—Rory O'More
 6 Lincoln—Captain Eri
 5 Lincoln—Galusha, the Magnificent
 5 Lincoln—Portygee
 3 Lincoln—Mr. Pratt
 5 London—White Fang
 5 London—Michael
 7 Lytton—Last of the Barons
 7 Lytton—Last Days of Pompeii
 5 Masfield—Lost Endeavor
 6 Melville—Moby Dick
 5 Norris—Noon
 5 Olivant—Bob, Son of Battle
 4 Page—In Old Virginia
 5 Page—Old Gentlemen of the Black Stock
 5 Page—Red Rock
 5 Parker—Seats of the Mighty
 5 Phillpotts—Brunels Tower
 5 Poe—Tales
 4 Pyle—Men of Iron
 3 Pyle—Otto of the Silver Hand
 5 Rhinehart—Tenting Tonight (Tish)
 5 Rinehart—Tish
 5 Runkle—Helmet of Navarre
 4 Russell—Marooned
 5 Sabatini—Captain Blood
 4 Sabatini—Sea-Hawk
 6 Scott—Guy Mannering
 7 Scott—Talisman
 5 Scott—The Abbot
 8 Sienkiewicz—Field of Glory
 7 Sienkiewicz—Knights of the Cross
 9 Sienkiewicz—Pan Michael
 7 Sienkiewicz—With Fire and Sword
 4 Smith—Col. Carter of Cartersville
 6 Stevenson—David Balfour
 5 Stevenson—Kidnapped
 4 Stevenson—Treasure Island
 5 Swift—Gulliver's Travels
 5 Tarkington—Alice Adams
 2 Tarkington—Monsieur Beaucaire
 3 Tarkington—Penrod
 4 Tarkington—Seventeen
 3 Terhune—Lad, a Dog
 5 Train—Tutt and Mr. Tutt
 4 Twain—Prince and the Pauper
 2 Twain—Tom Sawyer
 3 Verne—Round the World in Eighty Days
 4 Verne—Twenty Thousand Leagues Under the Sea
 5 Waterloo—Story of Ab.
 5 Wells—Thirty Strange Stories
 5 Weyman—Under the Red Robe
 5 White—Blazed Trail

- 4 White—Leopard Woman
- 6 White—The Riverman
- 2 Wiggin—Rebecca of Sunnybrook Farm
- 4 Wister—Virginian
- 3 Wyss—Swiss Family Robinson

NON-FICTION

- 8 Alderson—Andrew Carnegie: The Man and His Work.
- 3 Aldrich—Marjorie Daw and Other Stories
- 3 Ambrosi—When I Was a Girl in Italy
- 2 Andrews—Perfect Tribute
- 3 Barrus—John Burroughs Boy and Man
- 4 Bates—A Ballad Book
- 6 Beebe—Edge of the Jungle
- 6 Beebe—Jungle Peace
- 6 Blackwood—John Silence
- 3 Bok—Dutch Boy Fifty Years After
- 5 Borup—Tenderfoot with Peary
- 3 Bostock—Training Wild Animals
- 6 Boyeson—Boyhood in Norway
- 1 Brown—Rab and His Friends
- 5 Bullen—Cruise of the Cachalot
- 5 Cheney—Life and Letters of Louisa M. Alcott
- 5 Cody—World's Greatest Short Stories
- 7 Custer—Boots and Saddles
- 7 Dana—Two Years Before the Mast
- 5 Davis—Autobiography of a Super-Tramp
- 7 Dellenbaugh—Romance of the Colorado River
- 5 Dunne—Mr. Dooley in the Hearts of His Countrymen
- 3 Duncan—Adventures of Billy Topsail
- 5 Duncan—Doctor Grenfell's Parish
- 5 Du Chaillu—Land of the Long Night
- 4 Edwards—Ballads
- 6 Fenger—Alone in the Caribbean
- 2 Fitch—Barbara Fritchie
- 5 Foster—Adventures of a Tropical Tramp
- 9 Franck—Vagabond Journey Around the World
- 7 Franck—Working My Way Around the World
- 5 Franck—Zone Policeman 88
- 6 Franklin's Autobiography
- 3-4 Garnett—Master Will of Stratford
- 3 Grenfell—Adventure of Life
- 5 Grenfell—Labrador, the Country and the People
- 4 Grenfell—Labrador Doctor
- 6 Grenfell—Tales of Labrador
- 6 Grenfell—Le Petit Nord
- 5 Hagedorn—Roosevelt in the Bad Lands
- 1 Hale—Man Without a Country
- 5 Hale—New England Boyhood
- 4 Hawthorne—Tales of the White Hills
- 3 Hawthorne—Wonderbook
- 7 Hornaday—Camp Fires in the Canadian Rockies
- 3 Howells—Great Modern American Stories
- 1 Hubbard—Message to Garcia
- 5 Husband—Americans by Adoption
- 7 Iles—Leading American Inventors
- 5 Irving—Tales of a Traveller
- 6 Keller—Story of My Life
- 6 Kent—Wilderness
- 4 Lamb—Tales from Shakespeare
- 5 Larcom—New England Girlhood
- 8 London—In the Forbidden Land
- 4 London—Log of the Snark

- 4 Longfellow—Golden Legend
- 4 Longfellow—Tales of a Wayside Inn
- 4 Lorimer—Old Gorgon Graham
- 1 Lowell—Vision of Sir Launfal
- 4 Macaulay—Lays of Ancient Rome
- 6 Mackay—The Beau of Bath
- 4 Maeterlinck—Blue Bird
- 2 Marden—Choosing a Career
- 5 Melville—Omoo
- 5 Melville—Typee
- 3 Mokrievich—When I was a Boy in Russia
- 5 Muir—Thousand Mile Walk to the Gulf
- 5 Muir—Travels in Alaska
- 5 O'Brien—Great Modern English Stories
- 4 O'Connor—Heroes of the Storm
- 4 Paine—Lost Ships and Lonely Seas
- 4 Palmer—Human Side of Hawaii
- 5 Parton—Captains of Industry
- 6 Post—Across the Andes
- 4 Rinehart—Through the Glacier National Park
- 5 Roberts—Kindred of the Wild
- 5 Roberts—Watchers of the Trail
- 5 Robertson—Down to the Sea
- 5 Robins—Magnetic North
- 5 Roosevelt—African Game Trails
- 6 Roosevelt—American Big Game Hunting
- 7 Roosevelt—Ranch Life and Hunting Trails
- 3 Roosevelt—Trails and Campfires
- 5 Roosevelt—Wilderness Hunter
- 6 Schultz—My Life as an Indian
- 3 Scott—Lady of the Lake
- 3 Scott—Lay of the Last Minstrel
- 3 Scott—Marmion
- 4 Seton—Wild Animal Ways
- 3 Shakespeare—As You Like It
- 3 Shakespeare—Merchant of Venice
- 5 Slocum—Sailing Around the World
- 4 Slusser—Luther Burbank and His Plant School
- 6 Sonnischen—Confessions of a Macedonian Bandit
- 6 Stefansson—Friendly Arctic
- 7 Stanley—How I Found Livingston
- 4 Stevenson—Ballads
- 6 Stephenson—Land of Tomorrow
- 5 Stockton—Buccaneers and Pirates of Our Country
- 5 Stuck—The Ascent of Danli (Mt. McKinley)
- 8-10 Thomson—Outline of Science (4 vols.)
- 3 Tomlinson—Story of General Pershing.
- 5 Trent—The Best American Tales
- 4 Underwood—Wild Brothers
- 6 Vaka—Child of the Orient
- 6 Van Loon—The Story of Mankind
- 5 Verrill—Panama, Past and Present
- 5 Verrill—Real Story of a Whaler
- 5 Wallace—Lure of the Labrador Wild
- 2 Weaver—Vocations for Girls
- 4 Withan—English and Scotch Popular Ballads
- 5 White—African Camp Fires
- 5 White—Land of Footprints
- 6 White—The Cabin
- 3 White—The Court of Boyville
- 6 White—The Pass
- 6 White—Two Years in the Forbidden City
- 2 Whittier—Snowbound
- 5 Young—Alaska Days with John Muir

ENGLISH READING LIST

Second Year

FICTION

Value	Author	Title
3	Alcott—	Little Women
5	Allen—	Kentucky Cardinal
2	Andrews—	Counsel Assigned
		Arabian Nights Entertainment
7	Atherton—	The Conqueror
5	Bacheller—	Dri and I
5	Bacheller—	In the Days of Poor Richard
5	Bacheller—	Man for the Ages
6	Barrie—	Little Minister
5	Barrie—	Peter and Wendy
5	Barrie—	Sentimental Tommy
4	Bennett—	Helen with the High Hand
3	Bennett—	Master Skylark
4	Biggers—	House Without a Key
5	Birmingham—	Spanish Gold
5	Black—	Judith Shakespeare
9	Blackmore—	Lorna Doone
5	Brown—	Meadow-grass
3	Buchan—	Huntingtower
4	Burnett—	Sarah Crewe and Other Stories
2	Burnett—	Secret Garden
6	Cable—	Dr. Sevier
4	Castle—	Pride of Jennico
10	Cervantes—	Don Quixote
5	Churchill—	Mr. Crewe's Career
5	Churchill—	Richard Carvel
5	Churchill—	The Crisis
5	Cobb—	Old Judge Priest
5	Collins—	The Moonstone
5	Conner—	Black Rock
5	Conner—	Glengarry School Days
5	Conner—	Man from Glengarry
5	Conner—	Sky Pilot
5	Connolly—	Deep Waters
5	Connolly—	Out of Gloucester
5	Cooper—	Deer Slayer
7	Cooper—	Last of the Mohicans
6	Cooper—	Pathfinder
6	Cooper—	Pioneers
6	Cooper—	The Prairie
5	Cooper—	Red Rover
4	Cooper—	Sea-lions
6	Cooper—	The Spy
5	Cooper—	Wing and Wing
6	Craik—	John Halifax, Gentleman
4	Crane—	Red Badge of Courage
3	Crockett—	Lilac Sunbonnet
5	Curtis—	Yankee Girl at Bull Run
5	Daudet—	Tartarin on the Alps
6	Daudet—	Tartarin of Tarascon

- 5 Davis, R. H.—Captain Macklin
- 4 Davis, R. H.—Van Bibber Stories
- 5 Davis, W. S.—Friend of Caesar
- 5 Davis, W. S.—Victor of Salamis
- 6 Defoe—Robinson Crusoe
- 5 Deland—Dr. Lavendar's People
- 5 Deland—Old Chester Tales
- 2 De la Ramee—Dog of Flanders
- 8 De Morgan—Alice For Short
- 8 Dickens—Bleak House
- 7 Dickens—David Copperfield
- 7 Dickens—Little Dorrit
- 8 Dickens—Martin Chuzzlewit
- 7 Dickens—Old Curiosity Shop
- 7 Dickens—Oliver Twist
- 7 Dickens—Pickwick Papers
- 3 Doyle—Adventures of Sherlock Holmes
- 7 Doyle—Micah Clark
- 5 Doyle—Sir Nigel
- 5 Doyle—White Company
- 6 Dumas—Count of Monte Cristo
- 3 Dumas—Three Musketeers
- 4 Eggleston—Hoosier Schoolmaster
- 5 Ervine—Alice and a Family
- 7 Evans (Eliot)—Adam Bede
- 6 Evans—Felix Holt
- 6 Evans—Mill on the Floss
- 8 Evans—Romola
- 5 Farnol—Amateur Gentlemen
- 5 Farnol—The Broad Highway
- 6 Ferber—Show-boat
- 5 Ferber—So Big
- 3 Fisher—Understood Betsy
- 2 Fonque—Undine
- 5 Ford—Honorable Peter Stirling
- 5 Ford—Janice Meredith
- 7 Fox—Trail of the Lonesome Pine
- 5 Freeman—New England Nun and Other Stories
- 3 French—Lance of Kanana
- 5 Gale—Friendship Village
- 5 Gaskell—Cranford
- 5 Goldsmith—Vicar of Wakefield
- 4 Gras—Reds of the Midi
- 4 Grey—Lost Trail
- 4 Grey—Mysterious Rider
- 3 Grey—Riders of the Purple Sage
- 4 Hannay—Major's Nieces
- 5 Harland—Cardinal's Snuff-box
- 5 Harris—Nights with Uncle Remus
- 5 Harrison—V. V.'s Eyes
- 5 Harte—Luck of Roaring Camp
- 3 Hawes—Mutineers
- 5 Hawes—The Great Quest
- 5 Hawthorne—House of Seven Gables
- 6 Hawthorne—Scarlet Letter
- 5 Henty—Dragon and the Raven
- 4 Henty—March to London
- 5 Hope—Prisoner of Zenda
- 4 Hough—Fifty-four-Forty or Fight
- 5 Hough—The Covered Wagon
- 7 Howells—Rise of Silas Lapham
- 7 Hudson—Green Mansions
- 6 Hughes—Tom Brown's School Days
- 10 Hugo—Les Miserables

8 Hugo—Ninety-three
 8 Hugo—Toilers of the Sea
 5 Hutchinson—Happy Warrior
 5 Hutchinson—Once Aboard the Lugger
 7 Irving—Alhambra
 7 Irving—Tales from the Alhambra
 5 Jackson—Ramona
 5 Janvier—Aztec Treasure House
 5 Jacobs—Many Cargoes
 4 Jewett—The Country Doctor
 5 Johnson—Tennessee Shad
 5 Johnston—To Have and To Hold
 5 Kelly—Little Aliens
 5 Kelly—Little Citizens
 8 Kingsley—Westward Ho!
 5 Kipling—Captains Courageous
 5 Kipling—Jungle Books
 8 Kipling—Kim
 5 Kipling—Light That Failed
 6 Kipling—Puck of Pook's Hill
 5 Kipling—Rewards and Fairies
 5 Kipling—Soldiers Three
 5 Kipling—Under the Deodars
 4 Kyne—Cappy Ricks
 6 Lagerlof—Girl from Marshcroft
 4 Lagerlof—Costa Berling
 4 Lagerlof—Wonderful Adventures of Nils
 6 Lever—Charles O'Malley
 6 Lever—Rory O'More
 6 Lincoln—Captain Eri
 5 Lincoln—Galusha, the Magnificent
 5 Lincoln—Portygee
 3 Lincoln—Mr. Pratt
 4 Locke—The Beloved Vagabond
 5 Locke—House of Baltazar
 5 Locke—Simon, the Jester
 5 Locke—Septimus
 5 London—Michael
 5 London—White Fang
 5 London—Sea Wolf
 5 London—The Call of the Wild
 7 Lytton—Last Days of Pompeii
 7 Lytton—Last of the Barons
 5 Maclaren—Beside the Bonnie Briar Bush
 5 Martin—Emmy Lou
 5 Masefield—Lost Endeavor
 6 Melville—Moby Dick
 8 Mitchell—Hugh Wynne
 4 Morley—Where the Blue Begins
 5 Morley—Parnassus on Wheels
 6 Newberry—Castaway Island
 5 Norris—Noon
 3 Olivant—Bob, Son of Battle
 4 Page—In Old Virginia
 5 Page—Old Gentlemen of the Black Stock
 5 Page—Red Rock
 5 Parker—Pierre and His People
 6 Parker—Right of Way
 5 Parker—Seats of the Mighty
 5 Phillpotts—Brunels Tower
 3 Phillpotts—Grey Room
 5 Poe—Tales
 6 Porter—Scottish Chiefs
 4 Pyle—Men of Iron

3 Pyle—Otto of the Silver Hand
4 Rinehart—An Amazing Interlude
5 Rinehart—Tenting Tonight
4 Rinehart—The Circular Staircase
5 Rinehart—Tish
3 Rinehart—Tish Plays the Game
5 Runkle—Helmet of Navarre
4 Russell—Marooned
5 Sabatini—Captain Blood
4 Sabatini—Sea-Hawk
6 Scott—Guy Mannering
8 Scott—Kenilworth
7 Scott—Quentin Durward
7 Scott—Talisman
5 Scott—The Abbot
8 Sienkiewicz—The Deluge
8 Sienkiewicz—Field of Glory
7 Sienkiewicz—Knights of the Cross
9 Sienkiewicz—Pan Michael
6 Sienkiewicz—Quo Vadis
7 Sienkiewicz—With Fire and Sword
4 Smith—Arm Chair at the Inn
5 Smith—Tom Grogan
4 Smith—Col. Carter of Cartersville
4 Smith—Wood-fire in No. 3
4 Stackpoole—Man Who Lost Himself
5 Stevenson—Black Arrow
6 Stevenson—David Balfour
2 Stevenson—Dr. Jekyll and Mr. Hyde
5 Stevenson—Kidnapped
5 Stevenson—Master of Ballantrae
4 Stevenson—Treasure Island
5 Stevenson—St. Ives
3 Stockton—Jolly Fellowship
5 Stockton—The Casting Away of Mrs. Lecks and Mrs. Aleshine
5 Stockton—Lady or the Tiger
5 Stockton—Rudder Grange
3 Stockton—Squirrel Inn
5 Street—Tides
5 Swift—Gulliver's Travels
5 Tarkington—Alice Adams
5 Tarkington—Magnificent Ambersons
2 Tarkinton—Monsieur Beaucaire
3 Tarkington—Penrod
4 Tarkington—Seventeen
4 Tarkington—Turmoil
3 Terhune—Lad, a Dog
5 Thompson—Biography of a Grizzly
5 Train—Tutt and Mr. Tutt
3 Twain—Huckleberry Finn
4 Twain—Pudd'nhead Wilson
4 Twain—Prince and the Pauper
5 Van Dyke—Blue Flower
4 Verne—Mysterious Island
3 Verne—Round the World in Eighty Days
4 Verne—Twenty Thousand Leagues Under the Sea
5 Wallace—Ben Hur
5 Waterloo—Story of Ab
2 Webster—Daddy-long-legs
4 Wells—Bealby
5 Wells—Kipps
5 Wells—Thirty Strange Stories
3 Wells—Time Machine
3 Wells—Wonderful Visit

5	Weyman—Under the Red Robe
5	White—Blazed Trail
4	White—Leopard Woman
6	White—The Riverman
2	Wiggin—Rebecca of Sunnybrook Farm
4	Wister—Virginian
5	Woolson—Anne
3	Wyss—Swiss Family Robinson

NON-FICTION

Value	Author	Title
5	Ainger—	Letters of Charles Lamb
8	Alderson—	Andrew Carnegie: The Man and His Work.
3	Aldrich—	Marjorie Daw and Other Stories
3	Ambrosi—	When I Was a Girl in Italy
2	Andrews—	Perfect Tribute
5	Antin—	Promised Land
5	Barrie—	Admirable Crichton
5	Barrie—	Margaret Ogilvie
3	Barrus—	John Burroughs, Boy and Man
4	Bates—	A Ballad Book
6	Beebe—	Edge of the Jungle
6	Beebe—	Jungle Peace
3	Belasco—	Return of Peter Grimm
6	Blackwood—	John Silence
7	Bok—	Americanization of Edward Bok
3	Bok—	Dutch Boy Fifty Years After
5	Borup—	Tenderfoot with Peary
3	Bostock—	Training with Animals
10	Boswell—	Life of Samuel Johnson
6	Boyeson—	Boyhood in Norway
1	Brown—	Rab and His Friends
5	Bullen—	Cruise of the Cachalot
4	Burroughs—	Locusts and Wild Honey
5	Canfield—	Letters to Young Men
5	Cheney—	Life and Letters of Louisa M. Alcott
5	Charnwood—	Life of Lincoln
5	Cody—	World's Greatest Short Stories
5	Conwell—	Acres of Diamonds
6	Curtis—	Lincoln
7	Custer—	Boots and Saddles
7	Dana—	Two Years Before the Mast
5	Davies—	Autobiography of a Super Tramp
7	Dellenbaugh—	Romance of the Colorado River
6	Dewey—	Letters from China and Japan
5	Dunne—	Mr. Dooley in the Hearts of His Countrymen
3	Duncan—	Adventures of Billy Topsail
5	Duncan—	Doctor Grenfell's Parish
5	Du Chaillu—	Land of the Long Night
4	Edwards—	Ballads
6	Epler—	Clara Barton
6	Fenger—	Alone in the Caribbean
2	Fitch—	Barbara Fritchie
3	Fitch—	Beau Brummel
5	Flandrau—	Viva Mexico
5	Flynt—	Tramping with Tramps
5	Ford—	True George Washington
5	Foster—	Adventures of a Tropical Tramp
9	Franck—	Vagabond Journey Around the World
7	Franck—	Working My Way Around the World
5	Franck—	Zone Policeman 88
6	Franklin's	Autobiography
5	Garland—	Daughter of the Middle Border

- 6 Garland—Son of the Middle Border
- 3-4 Garnett—Master Will of Stratford
- 2 Gilbert—Ballads
- 8 Gilchrist—Life of Mary Lyon
- 5 Gilder—Autobiography of a Tomboy
- 5 Goldsmith—Traveller
- 5 Gregory—Cuchulain of Muirthemne
- 1 Gregory—Three Wonder Plays
- 3 Grenfell—Adrift in an Ice-pan
- 3 Grenfell—Adventure of Life
- 5 Grenfell—Labrador, the Country and the People
- 4 Grenfell—Labrador Days
- 4 Grenfell—Labrador Doctor
- 6 Grenfell—Le Petit Nord
- 6 Grenfell—Tales of Labrador
- 5 Hagedorn—Roosevelt in the Bad Lands
- 1 Hale—Man Without a Country
- 5 Hale—New England Boyhood
- 4 Hapgood—Paul Jones
- 4 Hawthorne—Tales of the White Hills
- 3 Hawthorne—Wonderbook
- 7 Hornaday—Campfires in the Canadian Rockies
- 5 Howells—A Boy's Town
- 3 Howells—Great Modern American Stories
- 2 Howells—My Mark Twain
- 6 Hubbard—Little Journeys to the Homes of American Statesmen
- 1 Hubbard—Message to Garcia
- 6 Hudson—Purple Land
- 6 Hudson—Tales of the Pampas
- 5 Husband—Americans by Adoption
- 7 Iles—Leading American Inventors
- 5 Irving—Knickerbocker's History of New York
- 5 Irving—Life of Goldsmith
- 7 Irving—Sketch Book
- 5 Irving—Tales of a Traveller
- 3 Keller—Optimism
- 6 Keller—Story of My Life
- 5 Keller—World I Live In
- 6 Kent—Wilderness
- 4 Kipling—Barrack Room Ballads
- 4 Lamb—Tales from Shakespeare
- 8 Lander—In the Forbidden Land
- 5 Lander—Across Unknown South America
- 5 Larcom—New England Girlhood
- 4 London, C.—Our Hawaii
- 4 London—Cruise of the Snark
- 4 London—Log of the Snark
- 4 Longfellow—Golden Legend
- 4 Longfellow—Tales of a Wayside Inn
- 4 Lorimer—Old Gorgon Graham
- 1 Lowell—Vision of Sir Launfal
- 4 Lucas—Second Post
- 5 Macaulay—Addison
- 4 Macaulay—Lays of Ancient Rome
- 6 Mackay—The Beau of Bath
- 4 Maeterlinck—Blue Bird
- 8 Marcossou—Autobiography of a Clown
- 3 Marden—Choosing a Career
- 4 Meadowcroft—Edison, Boy's Life of
- 5 Melville—Omoo
- 5 Melville—Typee
- 6 Mills—Thousand Year Pine, The Story of a
- 3 Mokrievich—When I was a Boy in Russia
- 7 Morris—Life on the Stage

- 5 Muir—Thousand Mile Walk to the Gulf
- 5 Muir—Travels in Alaska
- 5 O'Brien—Great Modern English Stories
- 5 O'Brien—Mystic Isles of the South Seas
- 5 O'Brien—White Shadows in the South Seas
- 4 O'Connor—Heroes of the Storm
- 6 Paine—Life of Mark Twain
- 4 Paine—Lost Ships and Lonely Seas
- 6 Palmer—Alice Freeman Palmer
- 2 Palmer—Why Go to College
- 4 Palmer—Human Side of Hawaii
- 5 Parkman—Montcalm and Wolfe
- 7 Parkman—Oregon Trail
- 5 Parton—Captains of Industry
- 5 Peabody—Three Welsh Plays
- 5 Peary—My Arctic Journal
- 6 Post—Across the Andes
- 6 Richards—Abigail Adams and Her Times
- 6 Richards—Life of Florence Nightingale
- 4 Rinehart—Through the Glacier National Park
- 5 Roberts—Kindred of the Wild
- 5 Roberts—Watchers of the Trail
- 5 Robertson—Down to the Sea
- 5 Robins—Magnetic North
- 5 Roosevelt—African Game Trails
- 6 Roosevelt—American Big Game Hunting
- 7 Roosevelt—American Ideals and Other Essays
- 7 Roosevelt—Ranch Life and Hunting Trails
- 7 Roosevelt—Roosevelt, Theodore, an Autobiography
- 4 Roosevelt—Strenuous Life
- 5 Roosevelt—Through the Brazilian Wilderness
- 5 Roosevelt—Wilderness Hunter
- 3 Roosevelt—Trails and Campfires
- 6 Schultz—My Life as an Indian
- 3 Scott—Lady of the Lake
- 3 Scott—Lay of the Last Minstrel
- 3 Scott—Marmion
- 4 Seton—Wild Animal Ways
- 3 Shakespeare—As You Like It
- 3 Shakespeare—Midsummer Night's Dream
- 3 Shakespeare—Twelfth Night
- 5 Sharp—Face of the Fields
- 4 Sharp—Fall of the Year
- 6 Sharp—Watcher in the Woods
- 5 Slocum—Sailing Around the World
- 4 Slusser—Luther Burbank and His Plant School
- 5 Smith—Gondola Days
- 6 Sonnischen—Confessions of a Macedonian Bandit
- 7 Stanley—How I Found Livingston
- 6 Stefansson—Friendly Arctic
- 5 Stefansson—My Life with the Eskimo
- 6 Stephenson—Land of Tomorrow
- 4 Stevenson—Ballads
- 5 Stevenson—Travels with a Donkey
- 6 Stewart—Letters of a Woman Homesteader
- 5 Stockton—Buccaneers and Pirates of our Country
- 5 Stuck—The Ascent of Danli (Mt. McKinley)
- 5 Stuck—Ten Thousand Miles with Dog Sledge
- 3 Tarbell—He Knew Lincoln
- 5 Tarbell—Life of Napoleon
- 5 Tarkington—Intimate Strangers
- 4 Tennyson—Princess
- 8-10 Thomson—Outlines of Science
- 6 Thoreau—Cape Cod and Maine Woods

3	Tomlinson—Story of General Pershing
5	Trent—The Best American Tales
6	Twain—Innocents Abroad
4	Underwood—Wild Brothers
6	Vaka—Child of the Orient
5	Van Dyke—Campfires and Guide Posts
3	Van Dyke—Meaning of Pictures
3	Van Loon—Ancient Man
6	Van Loon—The Story of Mankind
4	Van Vorst—Girl from China
6	Verrill—Panama, Past and Present
5	Verrill—Real Story of a Whaler
5	Wallace—Lure of the Labrador Wild
5	Warner—My Summer in a Garden
5	Warner—My Winter on the Nile
5	Washington—Up from Slavery
2	Weaver—Vocations for Girls
5	Wilkinson—Dingbat of Arcady
4	Withan—English and Scotch Popular Ballads
5	White—African Camp Fires
6	White—The Cabin
3	White—The Court of Boyville
5	White—Land of Footprints
6	White—The Pass
6	White—Two Years in the Forbidden City
2	Whitely—Opal, Story of
2	Whittier—Snowbound
5	Young—Alaska Days with John Muir

ENGLISH READING LIST

Third Year

FICTION

Value	Author	Title
5	Allen—Kentucky	Cardinal
7	Atherton—The	Conqueror
6	Barrie—Little	Minister
5	Barrie—Sentimental	Tommy
4	Bennett—Helen	With the High Hand
4	Biggers—House	Without a Key
5	Birmingham—Spanish	Gold
5	Black—Judith	Shakespeare
9	Blackmore—Lorna	Doone
6	Bromfield—Early	Autumn
5	Brown—Meadowgrass	
6	Cable—Dr.	Sevier
10	Cervantes—Don	Quixote
5	Churchill—Mr. Crewe's	Career
5	Churchill—The	Crisis
5	Collins—The	Moonstone
5	Conner—Sky	Pilot
5	Conrad—Typhoon	
6	Cooper—Pathfinder	
6	Cooper—Pioneers	
5	Cooper—Red	Rover
6	Cooper—The	Spy
6	Craik—John	Halifax, Gentleman
4	Crane—Red	Badge of Courage
3	Crockett—Lilac	Sunbonnet
5	Deland—Old	Chester Tales
7	Dickens—Little	Dorrit
8	Dickens—Martin	Chuzzlewit
7	Dickens—Old	Curiosity Shop
7	Dickens—Oliver	Twist
7	Dickens—Pickwick	Papers
3	Doyle—Adventures of	Sherlock Holmes
7	Doyle—Micah	Clark
5	Doyle—Sir	Nigel
5	Doyle—White	Company
5	Ervine—Alice and a	Family
7	Evans (Eliot)—Adam	Bede
6	Evans—Felix	Holt
6	Evans—Mill on the	Floss
8	Evans—Romola	
5	Farnol—The	Broad Highway
6	Ferber—Showboat	
5	Ferber—So	Big
5	Ford—Honorable	Peter Stirling
5	Ford—Janice	Meredith
5	Freeman—New	England Nun and Other Stories
5	Gale—Friendship	Village
5	Gaskell—Cranford	
5	Goldsmith—Vicar of	Wakefield
4	Hannay—Major's	Nieces
5	Harland—Cardinal's	Snuff-box

5 Harrison—V. V.'s Eyes
 5 Hawthorne—House of Seven Gables
 6 Hawthorne—Scarlet Letter
 5 Hough—The Covered Wagon
 7 Howells—Rise of Silas Lapham
 7 Hudson—Green Mansions
 10 Hugo—Les Miserables
 8 Hugo—Ninety-three
 8 Hugo—Toilers of the Sea
 5 Hutchinson—Happy Warrior
 5 Hutchinson—Once Aboard the Lugger
 5 Jackson—Ramona
 5 Jacobs—Many Cargoes
 4 Jewett—The Country Doctor
 5 Johnston—To Have and To Hold
 8 Kingsley—Westward, Ho!
 8 Kipling—Kim
 5 Kipling—Light That Failed
 6 Kipling—Puck of Pook's Hill
 5 Kipling—Rewards and Fairies
 5 Kipling—Soldiers Three
 5 Kipling—Under the Deodars
 6 Lagerlof—Girl from Marshcroft
 4 Lagerlof—Gosta Berling
 4 Lagerlof—Wonderful Adventures of Nils
 5 Lewis—Arrowsmith
 4 Locke—The Beloved Vagabond
 5 Locke—House of Baltazar
 5 Locke—Simon, the Jester
 5 Locke—Septimus
 5 London—White Fang
 5 London—Sea Wolf
 7 Lytton—Last of the Barons
 7 Lytton—Last Days of Pompeii
 5 Maclaren—Beside the Bonnie Briar Bush
 5 Masfield—Lost Endeavor
 5 Masfield—Martin Hyde
 8 Mitchell—Hugh Wynne
 5 Morley—Where the Blue Begins
 5 Morley—Parnassus on Wheels
 5 Morrow—Still Jim
 5 Morrow—We Must March
 5 Norris—Noon
 4 Oppenheim—The Great Impersonation
 5 Page—Old Gentleman of the Black Stock
 5 Page—Red Rock
 6 Parker—Right of Way
 5 Parker—Seats of the Mighty
 5 Phillpotts—Brunels Tower
 3 Phillpotts—Grey Room
 5 Poe—Tales
 4 Rinehart—An Amazing Interlude
 4 Rinehart—The Circular Staircase
 5 Rinehart—Tish
 3 Rinehart—Tish Plays the Game
 5 Sabatini—Captain Blood
 4 Sabatini—Sea-hawk
 6 Scott—Guy Mannerling
 8 Scott—Kenilworth
 7 Scott—Quentin Durward
 5 Sherwood—Worn Doorstep
 8 Sienkiewicz—The Deluge
 8 Sienkiewicz—Field of Glory
 7 Sienkiewicz—Knights of the Cross

9	Sienkiewicz—Pan Michael
6	Sienkiewicz—Quo Vadis
7	Sienkiewicz—With Fire and Sword *
4	Smith—Armchair at the Inn
4	Smith—Col. Carter of Cartersville
4	Smith—Woodfire in No. 3.
4	Stackpoole—Man Who Lost Himself
6	Stevenson—David Balfour
2	Stevenson—Dr. Jekyll and Mr. Hyde
5	Stevenson—Kidnapped
5	Stevenson—Master of Ballantrae
5	Stevenson—St. Ives
5	Stockton—The Casting Away of Mrs. Lecks and Mrs. Aleshine
5	Stockton—Lady or the Tiger
5	Stockton—Rudder Grange
5	Stockton—Squirrel Inn
5	Street—Tides
5	Swift—Gulliver's Travels
5	Suckow—Country People
5	Suckow—Odyssey of a Nice Girl
5	Tarkington—Alice Adams
5	Tarkington—Magnificent Ambersons
4	Tarkington—Seventeen
4	Tarkington—Turmoil
5	Train—Tutt and Mr. Tutt
4	Twain—Pudd'nhead Wilson
5	Van Dyke—Blue Flower
4	Wells—Bealby
5	Wells—Kippis
5	Wells—Thirty Strange Stories
3	Wells—Time Machine
3	Wells—Wonderful Visit
5	Weyman—Under the Red Robe
5	Wren—Beau Geste

NON-FICTION

Value	Author	Title
5	Ainger—	Letters of Charles Lamb
3	Ambrosi—	When I Was a Girl in Italy
5	Antin—	Promised Land
5	Barrie—	Admirable Crichton
5	Barrie—	Margaret Ogilvie
4	Barton—	Book Nobody Knows
4	Barton—	Man Nobody Knows
4	Bates—	A Ballad Book
8	Beebe—	Arcturus Adventure
6	Beebe—	Edge of the Jungle
6	Beebe—	Jungle Peace
3	Belasco—	Return of Peter Grimm
7	Bok—	Americanization of Edward Bok
3	Bok—	Dutch Boy Fifty Years After
10	Boswell—	Life of Samuel Johnson
4	Burroughs—	Locusts and Wild Honey
5	Canfield—	Letters to Young Men
5	Charnwood—	Life of Lincoln
5	Cody—	World's Greatest Short Stories
5	Collingwood—	The Life and Letters of Lewis Carroll
5	Conwell—	Acres of Diamonds
6	Curtis—	Lincoln
7	Dellenbaugh—	Romance of the Colorado River
6	Dewey—	Letters from China and Japan
3	Duncan—	Adventures of Billy Topsail
5	Duncan—	Doctor Grenfell's Parish

- 4 Edwards—Ballads
- 6 Epler—Clara Barton
- 3 Fitch—Beau Brummel
- 5 Flandrau—Viva Mexico
- 5 Flynt—Tramping with Tramps
- 5 Ford—True George Washington
- 5 Garland—Daughter of the Middle Border
- 6 Garland—Son of the Middle Border
- 2 Gilbert—Ballads
- 8 Gilchrist—Life of Mary Lyon
- 5 Gilder—Autobiography of a Tomboy
- 5 Goldsmith—Traveller
- 5 Grayson—Adventures in Friendship
- 5 Gregory—Cuchulain of Muirthemne
- 1 Gregory—Three Wonder Plays
- 3 Grenfell—Adrift in an Ice Pan
- 4 Grenfell—Labrador Days
- 4 Grenfell—Labrador Doctor
- 5 Hagedorn—Roosevelt in the Bad Lands
- 5 Hale—New England Boyhood
- 4 Hapgood—Paul Jones
- 5 Howells—A Boy's Town
- 3 Howells—Great Modern American Stories
- 2 Howells—My Mark Twain
- 6 Hudson—Purple Land
- 6 Hudson—Tales of the Pampas
- 5 Husband—Americans by Adoption
- 5 Irving—Knickerbocker's History of New York
- 5 Irving—Life of Goldsmith
- 7 Irving—Sketch Book
- 3 Keller—Optimism
- 5 Keller—World I Live In
- 6 Kent—Wilderness
- 4 Kipling—Barrack Room Ballads
- 8 Landor—In the Forbidden Land
- 5 Landor—Across Unknown South America
- 5 Larcom—New England Girlhood
- 4 London, C.—Our Hawaii
- 4 London—Log of the Snark
- 4 Longfellow—Golden Legend
- 4 Lorimer—Old Gorgon Graham
- 4 Lucas—Second Post
- 5 Macaulay—Addison
- 4 Maeterlinck—Blue Bird
- 8 Marcossou—Autobiography of a Clown
- 2 Marden—Choosing a Career
- 5 Melville—Typee
- 7 Morris—Life on the Stage
- 5 Muir—Thousand Mile Walk to the Gulf
- 5 Muir—Travels in Alaska
- 5 O'Brien—Great Modern English Stories
- 5 O'Brien—Mystic Isles of the South Seas
- 5 O'Brien—White Shadows in the South Seas
- 6 Page—Life and Letters of Walter H. Page
- 6 Paine—Life of Mark Twain
- 8 Palmer—Alice Freeman Palmer
- 3 Palmer—Why Go To College
- 4 Palmer, A. W.—Human Side of Hawaii
- 5 Parkman—Montcalm and Wolfe
- 7 Parkman—Oregon Trail
- 5 Peabody—Three Welsh Plays
- 5 Peary—My Arctic Journal
- 6 Post—Across the Andes
- 6 Richards—Abigail Adams and Her Times

- 6 Richards—Life of Florence Nightingale
- 5 Roosevelt—African Game Trails
- 7 Roosevelt—American Ideals and Other Essays
- 7 Roosevelt—Ranch Life and Hunting Trails
- 7 Roosevelt—Roosevelt, an Autobiography
- 4 Roosevelt—Strenuous Life
- 5 Roosevelt—Through the Brazilian Wilderness
- 3 Scott—Lady of the Lake
- 3 Shakespeare—As You Like It
- 3 Shakespeare—Merchant of Venice
- 3 Shakespeare—Midsummer Night's Dream
- 3 Shakespeare—Twelfth Night
- 5 Sharp—Face of the Fields
- 4 Sharp—Watcher in the Woods
- 5 Slocum—Sailing Around the World
- 6 Sonnischen—Confessions of a Macedonian Bandit
- 6 Stefansson—Friendly Arctic
- 5 Stefansson—My Life with the Eskimo
- 6 Stephenson—Land of Tomorrow
- 5 Stevenson—Travels with a Donkey
- 6 Stewart—Letters of a Woman Homesteader
- 5 Stuck—The Ascent of Danli (Mt. McKinley)
- 5 Stuck—Ten Thousand Miles with a Dog Sledge
- 5 Tarbell—Life of Napoleon
- 5 Tarkington—Intimate Strangers
- 4 Tennyson—Princess
- 8-10 Thomson—Outline of Science (4 vol.)
- 6 Thoreau—Cape Cod
- 6 Thoreau—Maine Woods
- 5 Trent—The Best American Tales
- 6 Twain—Innocents Abroad
- 6 Vaka—Child of the Orient
- 5 Van Dyke—Campfires and Guide Posts
- 3 Van Dyke—Meaning of Pictures
- 6 Van Loon—The Story of Mankind
- 4 Van Vorst—Girl from China
- 6 Verrill—Panama, Past and Present
- 5 Wallace—Lure of the Labrador Wild
- 5 Warner—My Summer in a Garden
- 5 Warner—My Winter on the Nile
- 5 Washington—Up from Slavery
- 2 Weaver—Vocations for Girls
- 5 Wilkinson—Dingbat of Arcady
- 4 Withan—English and Scotch Popular Ballads
- 6 White—Two Years in the Forbidden City
- 2 Whitely—Opal, Story of
- 5 Young—Alaska Days with John Muir

ENGLISH READING LIST

Fourth Year

FICTION

Value	Author	Title
7	Atherton—	The Conqueror
5	Barrie—	Sentimental Tommy
5	Black—	Judith Shakespeare
9	Blackmore—	Lorna Doone
6	Cather—	My Antonia
6	Canfield (Fisher)—	The Homemaker
10	Cervantes—	Don Quixote
5	Conrad—	Typhon
5	Conner—	Sky Pilot
6	Cooper—	Pathfinder
6	Craik—	John Halifax, Gentleman
5	Davis—	Friend of Caesar
7	Dickens—	Little Dorrit
8	Dickens—	Martin Chuzzlewit
7	Dickens—	Old Curiosity Shop
7	Dickens—	Oliver Twist
6	Ertz—	Madame Claire
7	Evans (Eliot)—	Adam Bede
6	Evans—	Felix Holt
6	Evans—	Mill on the Floss
8	Evans—	Romola
6	Ferber—	Showboat
5	Ferber—	So Big
5	Ford—	Janice Meredith
5	Gaskell—	Cranford
6	Gibbs—	Soundings
6	Hawthorne—	Scarlet Letter
5	Hough—	The Covered Wagon
7	Howells—	Rise of Silas Lapham
7	Hudson—	Green Mansions
10	Hugo—	Les Miserables
8	Hugo—	Ninety-three
8	Hugo—	Toilers of the Sea
5	Jacobs—	Many Cargoes
4	Jewett—	The Country Doctor
8	Kingsley—	Westward, Ho!
5	Lagerlof—	Morabacka
5	Lewis—	Arrowsmith
4	Locke—	Perella
5	Masefield—	Martin Hyde
8	Mitchell—	Hugh Wynne
5	Morrow—	Still Jim
5	Morrow—	We Must March
6	Norris—	Certain People of Importance
4	Oppenheim—	The Great Impersonation
5	Ostenso—	Wild Geese
5	Poe—	Tales
3	Rinehart—	Tish Plays the Game
8	Scott—	Kenilworth
5	Sedgwick—	Adrienne Toner
5	Sherwood—	Worn Doorstep
8	Sienkiewicz—	The Deluge
7	Sienkiewicz—	Knights of the Cross
9	Sienkiewicz—	Pan Michael
6	Sienkiewicz—	Quo Vadis
7	Sienkiewicz—	With Fire and Sword
4	Smith—	The Arm Chair at the Inn

2	Stevenson—Dr. Jekyll and Mr. Hyde
5	Stevenson—Master of Ballantrae
5	Stevenson—St. Ives
5	Street—Tide
5	Suckow—Country People
6	Suckow—Odyssey of a Nice Girl
5	Tarkington—Magnificent Ambersons
4	Tarkington—Turmoil
4	Twain—Pudd'nhead Wilson
4	Walpole—Duchess of Wrexhe
5	Walpole—Harmer John
4	Wells—Bealby
	Wells—Joan and Peter
5	Wells—Kipps
4	Wren—Beau Geste
5	Wylie—Orphan Angel
5	Yeziarska—Bread Givers

NON-FICTION

Value	Author	Title
5	Barrie—Admirable Crichton	
4	Barton—Book Nobody Knows	
4	Barton—Man Nobody Knows	
4	Bates—A Ballad Book	
8	Beebe—Arcturus Adventure	
7	Bok—Americanization of Edward Bok	
5	Bok—Twice-Thirty	
10	Boswell—Life of Samuel Johnson	
4	Burroughs—Locusts and Wild Honey	
6	Curtis—Lincoln	
6	Dewey—Letters from China and Japan	
4	Edwards—Ballads	
6	Garland—Son of the Middle Border	
5	Grayson—Adventures in Friendship	
1	Gregory—Three Wonder Plays	
3	Grenfell—Adrift in an Ice-pan	
5	Howells—A Boy's Town	
3	Keller—Optimism	
5	Keller—World I Live In	
4	Kipling—Barrack Room Ballads	
4	London—Our Hawaii	
4	Lucas—Second Post	
5	Macaulay—Addison	
6	Page—Life and Letters of Walter H. Page	
8	Palmer—Alice Freeman Palmer	
4	Palmer—Human Side of Hawaii	
4	Parker—An American Idyll	
4	Parker—Ports and Pleasant Places	
4	Parker—Working With the Working Woman	
5	Parkman—Montcalm and Wolfe	
7	Roosevelt—American Ideals and Other Essays	
3	Shakespeare—As You Like It	
3	Shakespeare—Twelfth Night	
3	Shakespeare—Midsummer Night's Dream	
6	Sharp—Watcher in the Woods	
5	Stevenson—Travels with a Donkey	
5	Sugimoto—Daughter of a Samurai	
5	Tarkington—Intimate Stranger	
4	Tennyson—Princess	
6	Thoreau—Cape Cod	
6	Thoreau—Maine Woods	
6	Van Loon—The Story of Mankind	
5	Warner—My Summer in a Garden	
5	Warner—My Winter on the Nile	

ARGUMENTATION

AIMS OF ARGUMENTATION:

1. To develop within the student the power of analysis.
2. To accomplish the use of persuasive speech and not to be self-conscious.
3. Good behavior in public address.

PUPIL ACTIVITIES TO REALIZE AIMS:

1. To develop within the student the power of analysis.
 - a. Definition and application of questions and terms.
 - b. Finding issues in questions.
 - c. Learn the manner of collecting evidence.
 - d. Learn forms of reasoning.
 - e. Errors of reasoning through fallacies.
 - f. Study of the brief.
 - g. Constructing arguments from the brief.
2. To accomplish the use of persuasive speech and not to be self-conscious.
 - a. Correct breathing gained through exercises.
 - b. Applying tone exercises to obtain force and pitch.
 - c. Correcting *th* as in *this*, *these* and *those*, and words ending in *th*, and *ing*.
 - d. Use of smooth, correct diction.
 - e. Use of emphasis.
3. Good behaviour in public address.
 - a. The relation of the audience to the speaker.
 - b. Posture.
 - c. In what terms should the audience be addressed?
 - d. Method of "putting over" the speech.
 - e. Use of gesture.

TEXTBOOK (Suggested)

Laylock and Spofford—Manual of Argumentation. (Macmillan)

SUGGESTED ARRANGEMENT OF WORK

September

Chapters 1, 2, 3 and 4 in text.

Organization of a Debate Club at the beginning of the school year. Club to function once or twice a week.

Three-minute debates to be held three times a week as a part of the class work.

Read outside and discuss in class debates from University Debate Manual, also Forum Magazine.

October

Chapters 4, 5 and 6.

Longer Debates.

Monthly inter-class debates.

Special attention paid to the rebuttal, as this implies original thinking.

Forum Debates used as practice exercises for correcting *th* and *ing* sounds.

November

Chapters 7, 8 and 9.

Longer Debates during this month—speakers to talk six to eight minutes.

Prepared reports on the "World of Today" by the students limited to three-minute discussions.

Pitch and force emphasized particularly this month.

December

Chapters 9 and 10.

Cover work in Taines and Brooks.

Frequent debates with special rebuttal work.

Emphasize posture, breathing and speech.

January

Debate question chosen by class.

This debate should be a review of the textbook.

BIBLIOGRAPHY

Brooks—English Composition, pp. 199-273. (American Book Co.)

Bremer—Oral English. (Ginn & Co.)

Perry—Introductory Course in Argumentation. (Houghton, Mifflin Co.)

Taines—Chapters on Debate. (Ginn & Co.)

University Debates 1915-1916, 1925-1926. (H. H. Wilson)

Craig, Evelyn—Speech Arts. (Macmillan)

Daniel, M.—Speeches, Little Forum Magazine (Forum Publishing Co., New York.)

DRAMATICS

AIMS OF A DRAMATIC COURSE:

1. To present a simple and concise statement of the facts in the development of the drama, which have already been established by exhaustive researches.
2. To present texts of plays—representative of the development from Sophocles through the nineteenth century, bearing in mind that one is dealing with young pupils.
3. To develop in the pupil a critical appreciation of the entertainment to be derived from good plays, and a desire for an intelligent understanding of the dramatic tradition. To arouse an interest in amateur dramatics and the Little Theater movement.
4. To show the relation between the drama and society.

PUPIL ACTIVITIES INTENDED TO REALIZE AIMS:

1. To present a simple and concise statement of the facts in the development of the drama, which have already been established by exhaustive researches.
 - a. Greek Tragedy and Comedy.
 - (1) Greek drama grew out of the religion of the people.
 - (2) Dramatists of the period:
Sophocles
Aeschylus
Euripides
 - b. Roman drama imitative of the Greek.
 - (1) Dramatists of the period:
Plautus.
Terence.
 - c. Ancient to Medieval Drama.
 - (1) Suppression by the churches.
 - d. Medieval Period.
 - (1) Like the Greek drama it grew out of the religion of the people, and originated in the services of the church from the liturgy.
 - (2) The Second Shepherds Play, Everyman.
 - e. The Renaissance.
 - (1) Medieval forms were transformed into the modern drama of the great European countries.
 - (2) The Unities—time, place, action.
 - (3) Italy—Modeled on translations from the Greek and Latin.
 - (4) Spain—Religious fervor—and stately chivalry.
 - (5) England—New learning expressed through the drama.
 - (6) Shakespeare—Power of characterization and insight into the human soul.
 - f. French Drama in the 16th and 17th centuries.
 - (1) Professional actors organized.
 - (2) Dramatists of the period.
Corneille—Founder of French tragedy.
Racine—Psychological analysis of character.
Moliere—Genius of comedy. Attacked all pretense and hypocrisy.

- g. Restoration and 18th Century Drama.
 - (1) Age of imitation.
 - (2) English theaters reflected the French court life.
 - (3) Dramatists of Period.
 - Goldsmith—Reality of actual life.
 - Sheridan—Comedy of Manners. Interest revived in Shakespeare.
 - Voltaire and Schiller—French and German historical dramatists.
 - h. 19th Century Drama.
 - (1) Melodramas and Sentimental Comedies.
 - (2) Dramatists of Period.
 - France—Victor Hugo.
 - England—George Balmer, Romantic Drama, Closet Drama. Literature to be read at home rather than staged.
 - c. Norway—Ibsen. Social dramas vital to contemporary life.
 - i. American Drama.
 - (1) Identical with History of English Drama.
 - (2) Dramatists of Period.
 - John Howard Payne.
 - Bronson Howard—War.
 - Clyde Fitch—Romantic, historical, socially serious.
 - Eugene O'Neill—Realistic.
2. To present text of plays representative of the development from Sophocles through the 19th century, bearing in mind one is dealing with young pupils.
 - a. In the text of plays pick out characteristics that mark honor, sincerity, integrity, bravery, courage, loyalty and truth.
 - b. Show the influence of conditions and environment upon human nature.
 3. To develop in the pupil a critical appreciation of the entertainment to be derived from good plays and a desire for an intelligent understanding of the dramatic tradition. To arouse an interest in amateur dramatics and the Little Theater movement.
 - a. Study in detail the technique of developing the play, the actors and of controlling the audience.
 - b. Play Analysis.
 - (1) Center of interest.
 - (2) Plot movement.
 - (3) Climax.
 - (4) Criticism with students of various plays. How to judge a play.
 - (5) Modes of dramatic expression—realism, romance, tragedy, comedy and farce.
 - c. Tableaux and pageants.
 - d. Mood, tempo, color, rhythm.
 - e. Play production.
 - (1) Beauty with economy is emphasized.
 - f. The Stage.
 - (1) Technical terms.
 - (2) Making of stage sets.
 - (3) Draperies and curtains.
 - g. Lighting and its uses.
 - h. Costuming. Uses and effects of various materials.
 - i. Dyes, and dyeing.
 - j. Makeup.
 - (1) Use of grease, paint, linings, colors.

4. To show the relation between the drama and society.
 - a. To develop the imagination of the students through the reading and interpretation of plays.
 - b. To direct the emotions intelligently.
 - c. Drama that is fine has an influence upon the adolescent.

TEXTBOOK (Suggested)

Evelyn Craig—Speech Arts. (Macmillan Co.)

BIBLIOGRAPHY FOR STUDENTS

Shakespeare—Merchant of Venice
 Twelfth Night
 Macbeth
 As You Like It
 A Midsummer Night's Dream
 Taming of the Shrew

Yates, Elizabeth—Small Plays for Small Casts. (Penn Pub. Co.)
 Arnold—Little Country Theater. (Macmillan)
 Mackaye, C.—Costumes and Scenery for Amateurs. (Holt & Co.)
 Dickinson—Contemporary Plays. (Holt & Co.)
 Harvard College—47 Workshop Plays.
 Dickinson—Representative One Act Plays. (Little Brown Co.)
 Cohen—More One Act Plays. (Harcourt Brace)
 Brander, Mathew—Chief British Dramatists. (Little Brown.)
 Shay, Frank—Treasury of Plays for Women. (Little Brown.)
 Galsworthy, John—Plays. (Scribner's.)
 Jameson—Shakespearean Women. (Macmillan.)
 Dickinson—Playwrights of New American Theatre. (Macmillan.)
 Brown, Alice—One Act Plays. (Macmillan.)
 See magazines and suggestions under Teacher Bibliography.

BIBLIOGRAPHY FOR TEACHERS:

Chambers—Vols. I and II Mediaeval Stage. (Clarendon Press.)
 Smith, Alice—Short Plays by Representative Authors. (Macmillan.)
 Sheldon, Cheney—The Art Theatre. (Knopf.)
 Monica, Emer—Play Production for Everyone. (Labour Pub. Co.)
 Morgan, A. E.—Tendencies of Modern English Drama.
 (Macmillan.)
 Bates, Katherine L.—English Religious Drama. (Macmillan.)
 Harrison, G. P.—Story of Elizabethan Drama. (Macmillan.)
 Theatre Arts Monthly.
 Drama Magazine \$3.00 per year, 404 North Wesley Ave.,
 Mt. Morris, Ill.

Costume Plates of various periods.
 Attend good plays, cinema, Chinese Theatre—the latter for examples of perfect pantomime.

JOURNALISM 1 AND 2

Open to Sophomores, Juniors and Seniors, having an average of "B."

AIMS:

1. **To teach the art of English composition through practice in the objective writing of the newspaper.**
 - a. Agreement of verb and subject.
 - b. Agreement of pronouns and antecedent.
 - c. Avoidance of "dangling" participles.
 - d. Stress upon the use of the comma.
 - e. Paragraph construction.
2. **To teach the principles of news writing.**
 - a. The writing of a good lead.
 - b. The writing of feature stories.
 - c. The study of local newspapers and other school papers.
3. **To teach the reading of a newspaper.**
 - a. A dispassionate view of events.
 - b. An understanding of the construction of a newspaper.
4. **To teach the value of accuracy, tenseness and impartiality.**
5. **To develop a pleasing manner in securing news and interviewing people.**

PUPIL ACTIVITIES INTENDED TO REALIZE AIMS:

1. **The School Paper.**
 - a. The students do practical work on the paper, taking complete charge.
2. **Corresponding for local paper.**
 - a. The best students are allowed to send school news in to the local papers.

TEXTS AND OTHER MATERIALS USED:

Spencer—News Writing. (D. C. Heath) (Required)
Other High School papers.
Local newspapers.
One or two model newspapers.
Journalism magazines.

SUGGESTED ARRANGEMENT OF WORK BY SEMESTERS AND MONTHS:

First Semester—

September

Duties of the staff outlined.
Spencer's News Writing. Chapters 1-9.
Principles of writing a good lead emphasized.

October

Spencer—Pages 84-148.

Headline writing emphasized.

Class does actual work on the paper.

November

Spencer—Pages 149-211.

Principles of writing are put into use in writing for the paper.

December

Spencer—Pages 212-245.

Study of newspapers.

January

Spencer—Pages 256-274.

Copy reading taught.

Second Semester—

February

Spencer—Pages 285-297.

Proof reading taught.

Work on the paper.

March

Spencer—Pages 297-330.

Practical work on the paper.

April

Spencer—Pages 330-352.

Work on the paper.

May and June

The last two months, the class are allowed to try out on the different staff positions.

Review all previous work.

JOURNALISM 3 AND 4

Continuation of Journalism 1 and 2

GENERAL AIMS:

1. To develop the ability in students to do good work without close supervision.
 - a. To teach responsibility, self-reliance, and resourcefulness.
 - b. To teach the students to meet emergencies of all kinds.
2. To teach the students to read and correct
 - a. Proof.
 - b. Copy.
3. To teach the principles of headlines.
 - a. Various types of heads.
4. To teach the fundamental principles of ad writing.
5. To teach the writing of editorials. "
6. To teach make-up.
 - a. Various styles of make-up.

PUPIL ACTIVITIES INTENDED TO REALIZE AIMS:

1. Work on the school paper.

TEXT AND OTHER MATERIAL USED:

Radder's Headlines and Makeup. (McGraw-Hill)
Newspapers.
Journalism magazines.

SUGGESTED ARRANGEMENT OF WORK BY SEMESTERS:

First Semester—

- a. Study of Headlines.
- b. Study of Make-ups.

Second Semester—

- a. Study of ad-writing.
- b. Study of editorials.

LIBRARY TRAINING

Student help is necessary in the administration of the high school library and to get the best results for both pupil and library the following is suggested:

ENROLLMENT:

The number of pupils enrolled each period depends upon the needs of the library. Enrollment should be restricted to those members of the Junior and Senior classes having a B average or better. Pupils should enroll for two periods each day and at least one registrant each period should be able to type.

CREDIT:

1 period.....	½ credit
2 periods.....	1 credit

No credit should be given unless the pupil continues the course throughout the year.

AIMS:

The course in library training aims to familiarize the student with library routine and to create an interest in librarianship as a profession.

COURSE OF STUDY

The first six weeks of the semester should be given over to a concentrated study of library methods. Once a week throughout the year there should be a meeting of the entire class for instruction, review, and discussion. The schedule of duties should be changed each month to allow each student practice in the different departments of the library.

Instruction should be given in the following:

1. Classification and shelving.
 - Call number.
 - Dewey decimal system.
 - Arrangement of books on shelves.
2. Use of card catalog and filing.
3. Use of reference works.
 - Encyclopedias, dictionaries, atlases.
 - Reader's guide, pamphlets, etc.
4. Desk routine.
 - Charging and filing.
 - Returned books—carding.
 - Overdues and fines.
 - Daily record reports.
5. Newspaper—filing and clipping.
6. Magazines—care of.
 - New.
 - Old.
7. Library handwriting.
8. New books.
 - Receiving and checking.
 - Opening, stamping.
 - Numbering, shellacing.
 - Cards, pockets, date due, etc.
9. Picture mounting.
10. Book repair.

THE LIBRARY—ITS USE

The modern school library meets the teaching work of the school at all points, and is an integral part of the school because of the direct service it renders in the training of pupils.

The school library is an aid in teaching the individual to like to read that which is worth while; it supplements school studies with books other than text books; it should teach students to use reference books easily and effectively; and lastly it should teach students to utilize intelligently both the school library and the public library.

Since the library serves the whole school, the librarian should have the cooperation and support of all teachers, who should learn the classification and arrangement of the library and comply with its rules.

Use is the test of the library's value to the school and is the end toward which all the work of selection, organization, and administration should be directed.

PUBLIC SPEAKING

GENERAL AIMS:

1. To present the whole or parts of speeches and addresses which will appeal to the student, and arouse within him new appreciation of courage and conservatism, and an appreciation of the characters of national heroes.
2. To develop—
 - a. The mental processes.
 - b. Vocabulary.
 - c. Voice.
3. To train the student to express himself with ease; as the strongest impulse of the human heart is for self expression, and the simplest form of expression is speech.

ACTIVITIES INTENDED TO REALIZE AIMS:

1. To present the whole or parts of speeches and addresses which will appeal to the student, and arouse within him new appreciation of courage and conservatism, and an appreciation of the characters of national heroes.
 - a. Speeches by Daniel Webster, Lincoln, William Pitt, Sheridan, Nathan Hale, Henry Clay.
 - b. Three minute speeches upon modern topics of the day including inventions, science and art. Continual exercises of this type dispel self consciousness and develop poise.
 - c. Establish "round table" and forum meetings among students to criticize the English of their fellow students in pronunciation, enunciation and diction.
2. To develop the coordination between the mental processes and the speaking voice.
 - a. The mental processes—
 - (1) To establish vitality in thinking so that voice will not betray lack of resonance, uncertain tone, and indefinite inflections.

Ex. Rabbi Ben Ezra
Each and All

Browning
Emerson
 - (2) To establish intelligence in feeling, as emotional response should accompany every vital, mental conception.

Ex. Ode to a Sky Lark

Shelly

(Notice words that rise and float; higher, fire, spring-ist, mingist, singing, soaring.)

The Daffodils, To the Cuckoo, By the Sea

Wordsworth

Ode to the West Wind

Shelly
 - (3) To develop the whimsical sense—using variation of emphasis in examples of fables, fairy and incongruous types.

Ex. Aesops Fables.
Peter Pan
Alice in Wonderland
Pied Piper
Clever Anecdotes

- (4) To develop imaginative vigor through balanced expression, conscious purpose, and good humor.
 Ex. How They Brought the Goods News from Ghent to Aix
 Browning

Lochinvar	Walter Scott
King Volmer—And Elsie	Whitter
Herve' Riel	Browning
Idylls of the King	Tennyson

Note—Make the Holy Grail into the form of a Miracle Play.

b. **Vocabulary—**

Beautiful speech depends upon the openness of vowels and the definiteness of consonants. Vowels give volume to a word and the consonants form.

- (1) Pause and change of pitch
- (2) Study in inflection
- (3) Study in tone color

Note—Laniers' poems best examples of tone color.

3. **To train the student to express himself with ease; as the strongest impulse of the human heart is for self expression, and the simplest form of expression is speech.**

- a. Use the process of breath control in the Ricardo method of tone production.
- b. What the student must acquire in Public Speaking:
 Personality
 Know subject matter
 How to hold audience
 Avoid mannerisms
 Correct posture
 To be seen, heard, and understood
 Delivery
 Facial expression
 Movement
 Gesture
- c. America has no tone standard so the teacher must not begin with rules of technique, but with such material as will inspire the student.
- d. To speak effectively is essential to the student's success, as voice and body must be trained.

BIBLIOGRAPHY

Katherine Jewell Everets, The Speaking Voice (very good)
 (Harper and Bros.)
 Alice Evelyn Craig—Speech Arts (Macmillan)
 James Rhoades—Training of the Imagination (John Lane & Co.)
 Dora Duty Jones—Technique of Speech (Harper & Bros.)
 William Palmer Smith—Oral English for Secondary Schools
 (Macmillan)

Readings in Literature

Ernest Hanes and Martha June McCoy—
 Vol. 1 Drama and Epic
 Vol. 2 Essay and Lyrics (Macmillan)

Notes and Criticisms

Notes and Criticisms

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